

RESOURCE ALLOCATION SURVEY ANALYSIS

Prepared for Kenai Peninsula Borough School District

October 2016



In the following report, Hanover Research presents the results of the District Staffing Survey administered on behalf of Kenai Peninsula Borough School District (KPBSD). The survey examines stakeholders' perceptions of staffing level at KPBSD and their experiences with various programs.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research presents the results of the District Staffing Survey administered on behalf of Kenai Peninsula Borough School District (KPBSD). Responses were collected throughout September 2016. The survey provides insights on stakeholders' satisfaction with current staffing levels at KPBSD as well as desired changes and suggestions for dealing with budget shortfalls. The analysis includes a total of 1,639 respondents. The sample sizes for each respondent group are displayed in Figure ES.1.

Figure ES.1: Sample Size by Respondent Group

| SCHOOL STAFF | STUDENT | PARENT/ GUARDIAN | DISTRICT OFFICE STAFF | SCHOOL BOARD MEMBER | COMMUNITY MEMBER | OTHER |
|--------------|---------|------------------|-----------------------|---------------------|------------------|-------|
| 562 | 131 | 833 | 36 | 2 | 39 | 36 |

The report is divided into five sections:

- **Section I: School Staff Results** examines school staff's opinions of the staffing level at their school and their satisfaction with each staff position.
- **Section II: Parent Results** assesses parents' satisfaction with the staffing level at their child's school and general feedback about the programs offered at the district.
- **Section III: Other Stakeholder Results** presents select results from students, district office staff, and community members regarding the staffing level and district programs.¹
- **Section IV: Open-Ended Responses Analysis** discusses the common themes from respondents' open-ended comments about the district's staffing levels and ways to better allocate district resources.
- **Section V: Respondent Characteristics** displays respondents' background information, such as school affiliations and staff role.

An accompanying data supplement contains complete survey results by respondent group, school enrollment size,² and individual school, as well as all open-ended comments verbatim.

¹ Responses from school board members and "other" respondents were omitted from the analysis due to under-representation. Please see the data supplement for complete results.

² Hanover categorizes KPBSD schools into five groups based on "KPBSD Annual Class Size Enrollment Report - 2015-16": elementary K-8 schools, middle schools, large high schools, small schools, charter schools, and other schools. "Connections Homeschool Program" is categorized as "other schools."

KEY FINDINGS

STAFFING LEVEL

- **More than half of respondents are generally satisfied with the current student-staff ratio (58%).** Majorities of responding school staff (56%), parents (57%), students (70%), district office staff (62%), compared to slightly fewer community members (49%), indicate some level of satisfaction (extremely/very/somewhat satisfied) with the current student-staff ratio at KPBSD.
- **However, a sizable amount of respondents (56%) report that the district is understaffed.** While 41 percent of all respondents state that the current student-staff ratio is reasonable, a larger percentage of respondents (47%-60%) – except for responding students (27%) – believe that the district is understaffed. Further, respondents affiliated with regular public schools are more likely to report staffing shortage and to *disagree* that their school has sufficient school staff in proportion to the number of students it serves, compared to those from charter schools or other alternative schools.
- **Responding stakeholders prioritize keeping or adding classroom teachers, Special Education teachers, and interventionists.**
 - Overall, math (63%), English language arts (53%), science (46%), and arts (44%) are the highest demanded subject areas for additional classroom teachers. However, preferences vary across respondent groups, as shown in Figure ES.2.
 - Respondents also frequently mention that their school would benefit from more staff to support students with high needs, such as having a full-time interventionist on site, or additional Special Education aides.

Figure ES.2: Most Requested Classroom Teacher Positions by Respondent Group

| RANK | SCHOOL STAFF (N=275) | PARENT/ GUARDIAN (N=357) | STUDENT (N=19) | DISTRICT OFFICE STAFF (N=13) | COMMUNITY MEMBER (N=19) |
|------|-------------------------|--------------------------------|--------------------------------|--|-----------------------------------|
| 1 | Math | Math | Arts | Math, CTE | Arts |
| 2 | ELA | Arts | Social Studies | ELA | Math |
| 3 | Science | Science | Math, English Language Arts | Science, Arts, Technology Skills | ELA, Technology Skills, CTE |

ELA: English Language Arts; CTE: Career and Technical Education

Note: The ranking is determined by the percentage of respondents who selected a certain subject/curricular area.

RESOURCE ALLOCATION

- **Anticipating budget reductions, respondents are supportive of staffing or schedule adjustment at the school level.** However, there is a consensus that cutting teacher positions would be the district's last resort. Respondents emphasize that staffing adjustment should accommodate programmatic priorities and student needs at individual schools.
- **Respondents most commonly recommend reductions in school supplies, and administrative/operational cost.** Specifically, a number of respondents advocate replacing paper-based textbooks and materials with digital or online resources, reusing textbooks, and reducing the amount of software/testing updates. In addition, some respondents point out that the purchase of certain instructional resources may be a waste of district budget, as teachers do not find them useful. The district may consider eliciting teacher input before adoption to avoid unnecessary expenditure and ensure the adoption of new curriculums or programs is cost-effective.
- **Stakeholders are generally supportive of key KPBSD initiatives including the JumpStart program, Career and Technical Education, and Distance and Blended Learning.** Respondents note that JumpStart is an effective use of borough funds and lessens the financial burden of attending college and that CTE programs are of good quality and integral to the district. Stakeholders are slightly more positive regarding Distance Learning than Blended Learning, with many noting that there is not sufficient technical support.

SECTION I: SCHOOL STAFF RESULTS

This section examines school staff's feedback about the staffing level and program offerings at KPBSD. "School staff" is referred to as "staff" in this section.

STAFFING LEVEL

- **Overall, more than half of staff respondents (56 percent) feel satisfied (extremely, very somewhat) with the general student-staff ratio at their school to some degree,** with one-quarter (25 percent) indicating *extremely* or *very* satisfied (Figure 1.2). However, around the same proportion (60 percent) believes that their school is either somewhat understaffed or understaffed, while the rest of the responding staff report that the current student-staff ratio is about right (38 percent). Just two percent report their school is somewhat overstaffed, and just one staff respondent said overstaffed (Figure 1.3).
- **Responses reveal mixed perceptions around staff allocation at the district.** Thirty-nine percent of respondents agree that the district allocates staff across schools effectively or equitably, while nearly the same amount of respondents *disagree* with these statements (32 to 35 percent). Half of respondents (51 percent) state that their school has sufficient staff in proportion to the number of students it serves, while 37 percent indicate the opposite (Figure 1.4 and Figure 1.5).
- **Respondents are most *dissatisfied* with the staffing level of interventionists and counselors and counseling assistants, and note these positions are understaffed.** In particular, 33 percent of respondents report that counseling staff are stretched too thinly across multiple schools. In addition, 16 percent of respondents are not satisfied with the staffing level of Special Education classroom teachers and general classroom teachers, respectively, noting that these positions are understaffed, underqualified (Special Education classroom teachers), or that the district's staffing guidelines or practices do not reflect the particular needs at their school (classroom teachers) (Figure 1.6 and Figure 1.7).
- **Respondents indicate classroom teachers, Special Education teachers, and interventionists as positions in most need of additional staff or which would cause the greatest detrimental effects on student learning if positions were cut** (Figure 1.8). Specifically, core academic subjects such as math, English language arts, and sciences are most demanded areas for more classroom teachers (Figure 1.9).

DISTRICT PROGRAMS

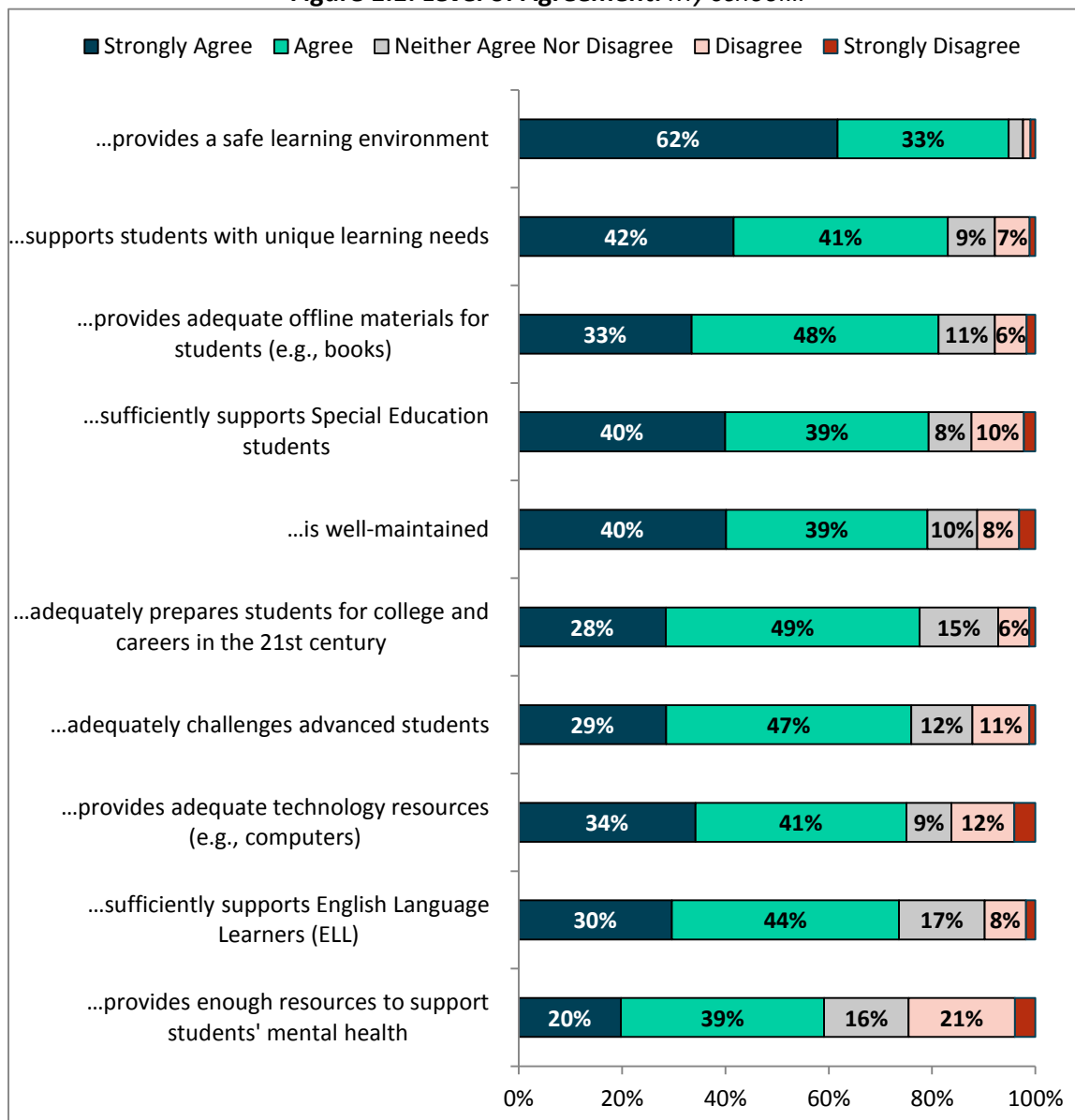
- **The majorities of responding staff feel very positively about programs related to college and career readiness,** and indicate that the quality of the JumpStart program (87 percent) and the Career and Technical Education (CTE) program (78 percent) is excellent or good (Figure 1.10). Over 80 percent of respondents state that the CTE program provides strong preparation in skills and knowledge necessary for

postgraduate life and that the JumpStart program is an effective use of borough funds. However, the CTE program may not provide sufficient variety of course offerings, according to some staff respondents (20 percent) (Figure 1.11 and Figure 1.12).

- **Distance Learning program and Blended Learning program are also well-reputed among staff respondents.** Respondents generally recognize the benefits of the Distance Learning program in terms of expanding course options (85 percent) as well as allaying staffing challenges within the district (65 percent) (Figure 1.13). Further, the Blended Learning program enables teachers to provide differentiated instruction to students (75 percent) (Figure 1.14). However, there is some level of disagreement with the sufficiency of technical support for students and teachers provided by the Blended Learning program. In general, staff were slightly more likely to indicate positive opinions of the Distance Learning Program.

FIGURES

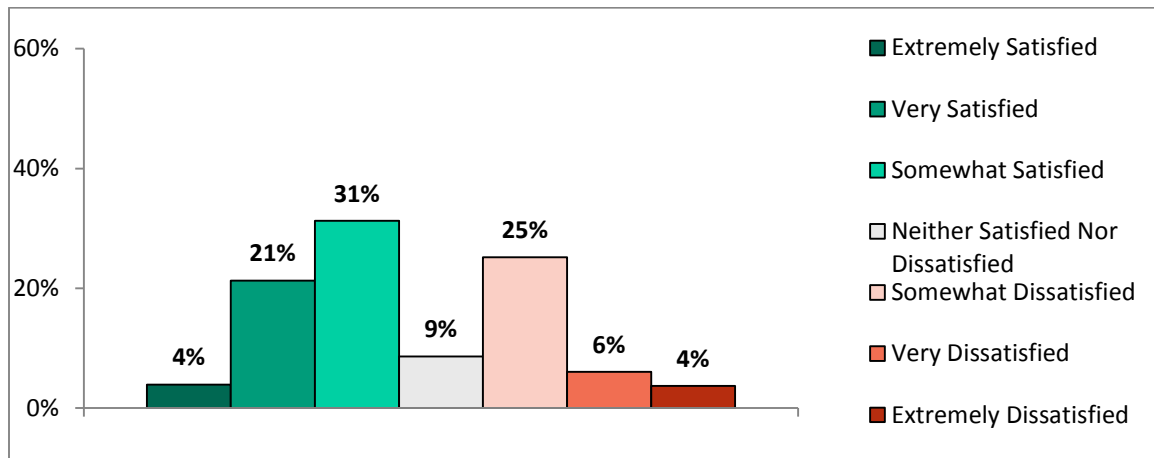
Figure 1.1: Level of Agreement: *My school...*



n=489-543

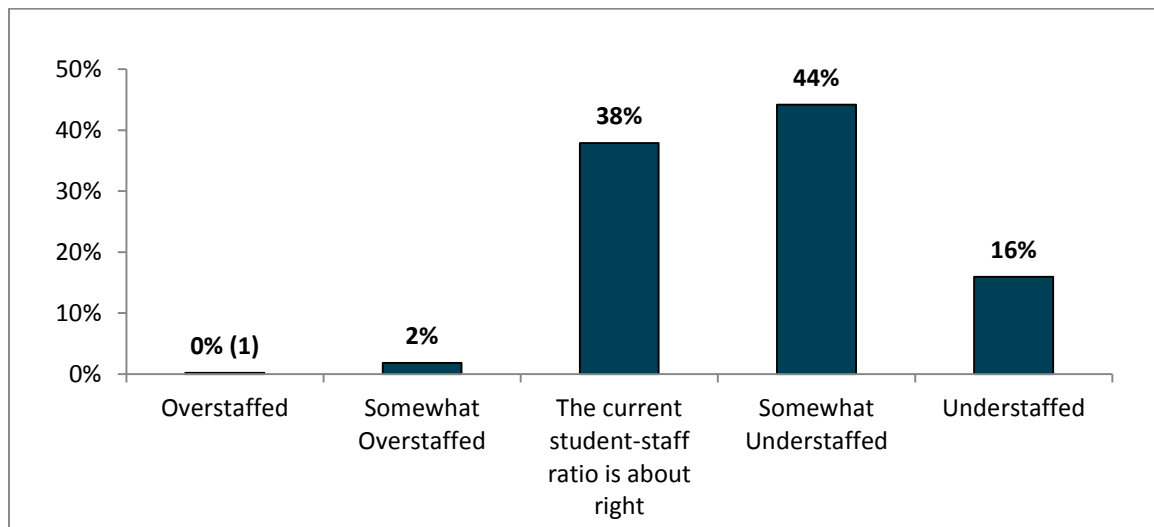
STAFFING LEVEL

Figure 1.2: Overall Satisfaction with the Student-Staff Ratio – School Staff



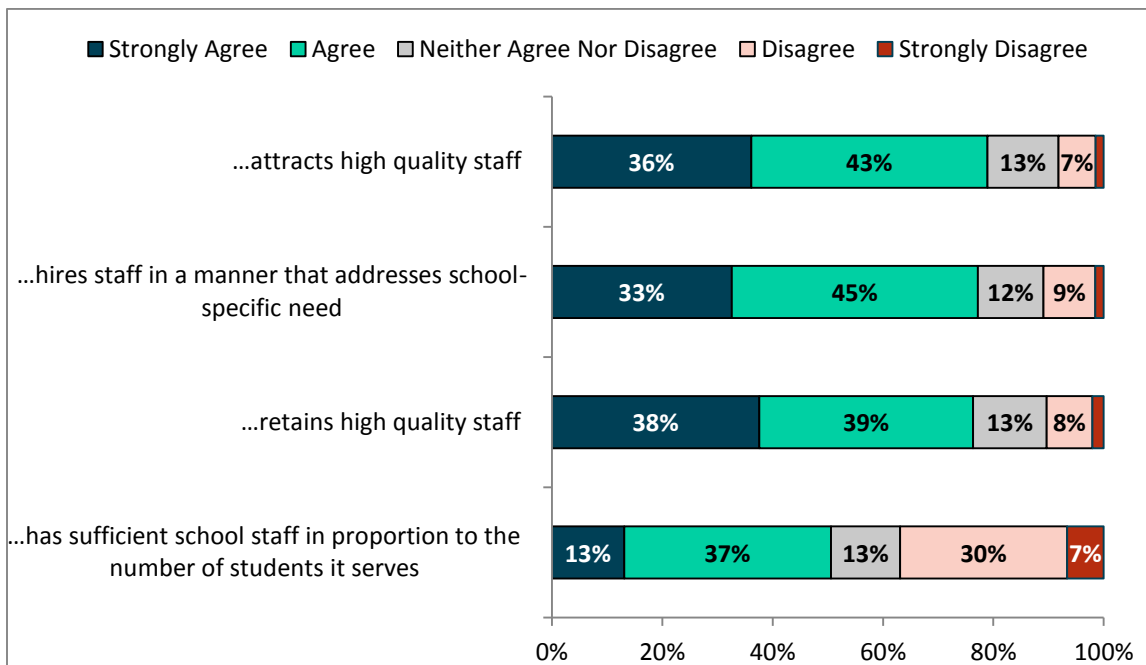
n=512

Figure 1.3: Perceptions of the Student-Staff Ratio – School Staff



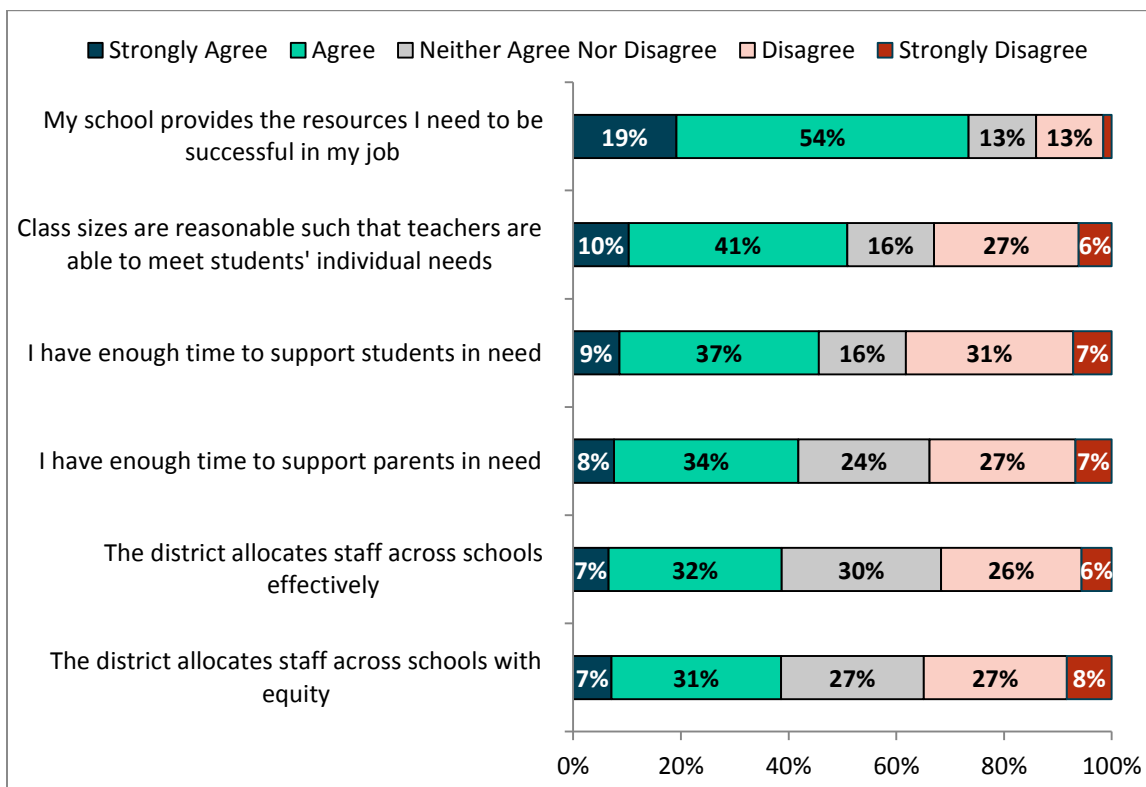
n=496

Figure 1.4: Level of Agreement: *My school...*



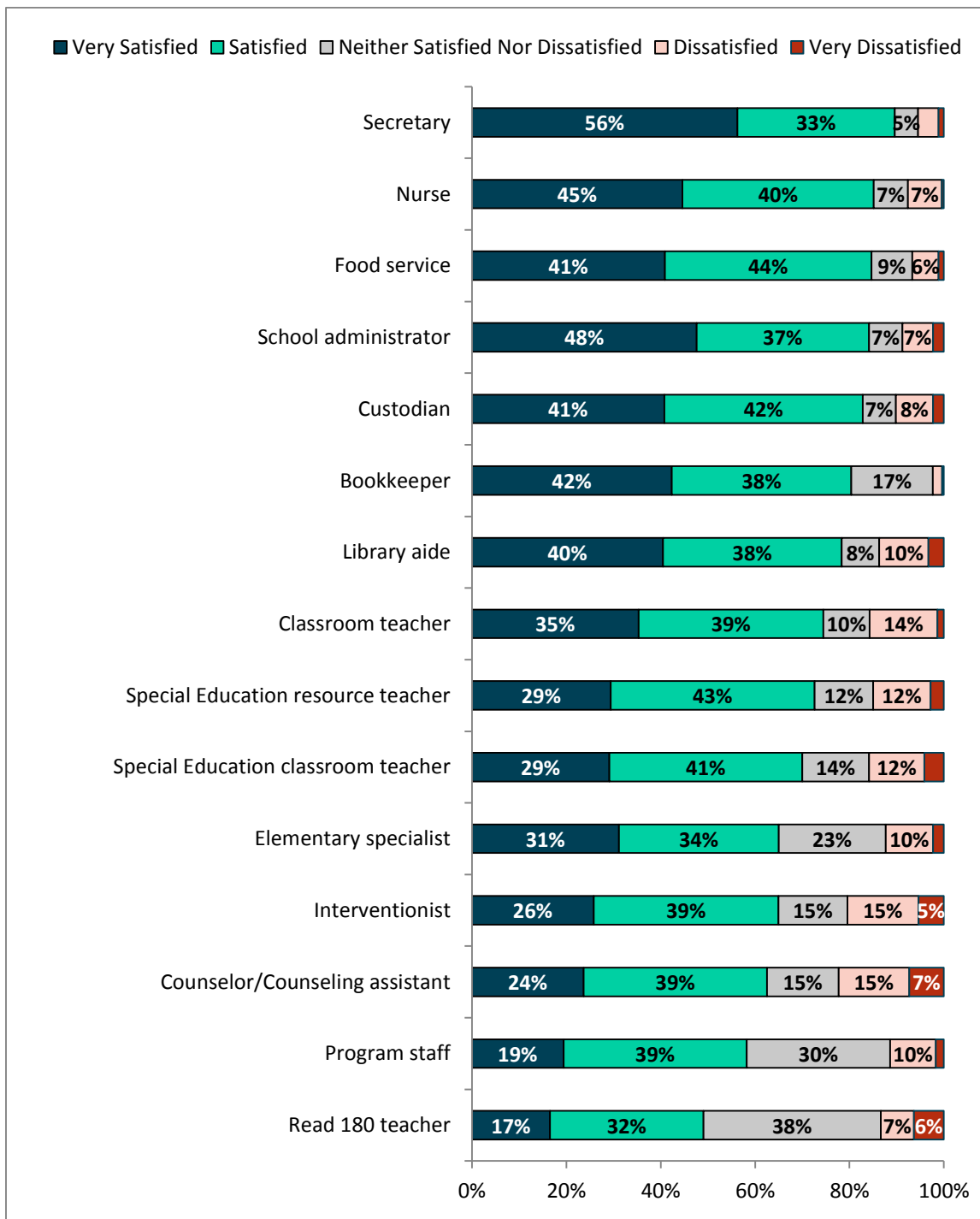
n=531-542

Figure 1.5: Level of Agreement: Staffing and Work Conditions



n=407-512

Figure 1.6: Level of Satisfaction with Staffing Level for Specific Roles



n=157-530

Note: Sample sizes vary as not all positions apply to each school. Program staff and Read 180 teachers received significantly fewer total responses than the other positions.

Figure 1.7: Reasons of Dissatisfaction with the Staffing Level by Role

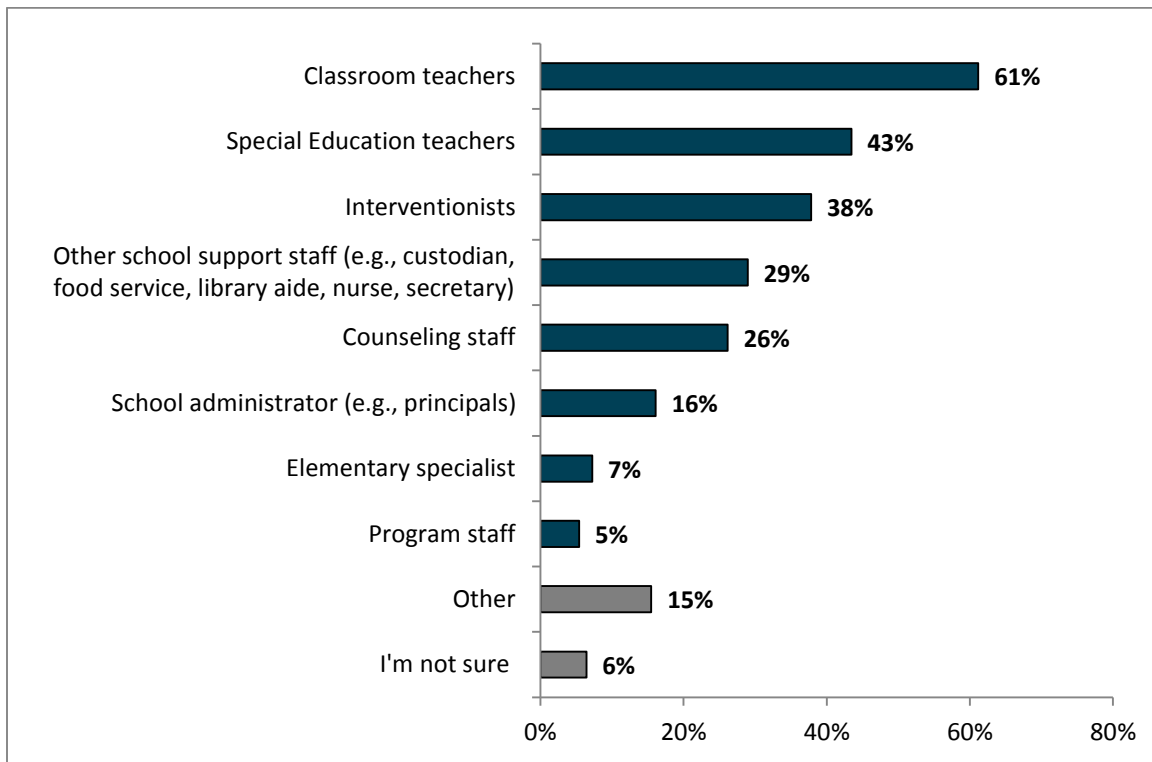
| POSITION | % DISSATISFIED WITH STAFFING LEVEL ³ | UNDER-STAFFED | STAFFING GUIDELINES DON'T REFLECT SCHOOL NEEDS | LACK OF AVAILABILITY | STRETCHED THINLY ACROSS SCHOOLS | UNDER-QUALIFIED EMPLOYEES |
|-------------------------------------|---|---------------|--|----------------------|---------------------------------|---------------------------|
| Counselor or Counseling assistant | 22% | 43% | 16% | 20% | 33% | 5% |
| Interventionist | 20% | 62% | 12% | 10% | 8% | 6% |
| Special Education classroom teacher | 16% | 58% | 9% | 8% | 9% | 20% |
| Classroom teacher | 16% | 60% | 27% | 4% | 6% | 5% |
| Special Education resource teacher | 15% | 63% | 13% | 9% | 7% | 16% |
| Library aide | 14% | 65% | 12% | 12% | 4% | 7% |
| Read 180 teacher | 13% | 34% | 9% | 17% | 2% | 2% |
| Elementary specialist | 12% | 47% | 10% | 13% | 14% | 1% |
| Program staff | 11% | 30% | 16% | 16% | 13% | 0% |
| Custodian | 10% | 47% | 8% | 13% | 5% | 15% |
| School administrator | 9% | 35% | 22% | 15% | 9% | 10% |
| Nurse | 8% | 16% | 4% | 22% | 34% | 4% |
| Food service | 7% | 27% | 11% | 8% | 8% | 6% |
| Secretary | 5% | 62% | 19% | 2% | 2% | 9% |
| Bookkeeper | 2% | 20% | 17% | 6% | 0% | 0% |

n=35-146

Note: Only respondents who indicated dissatisfaction with any particular position answered this question; respondents may select more than one reason for each role. Percentages for “other” options were excluded in this figure; see the data supplement for complete results.

³ Percentage of respondents who selected “Dissatisfied” or “Very Dissatisfied” with the staffing level of each role (Figure 1.6).

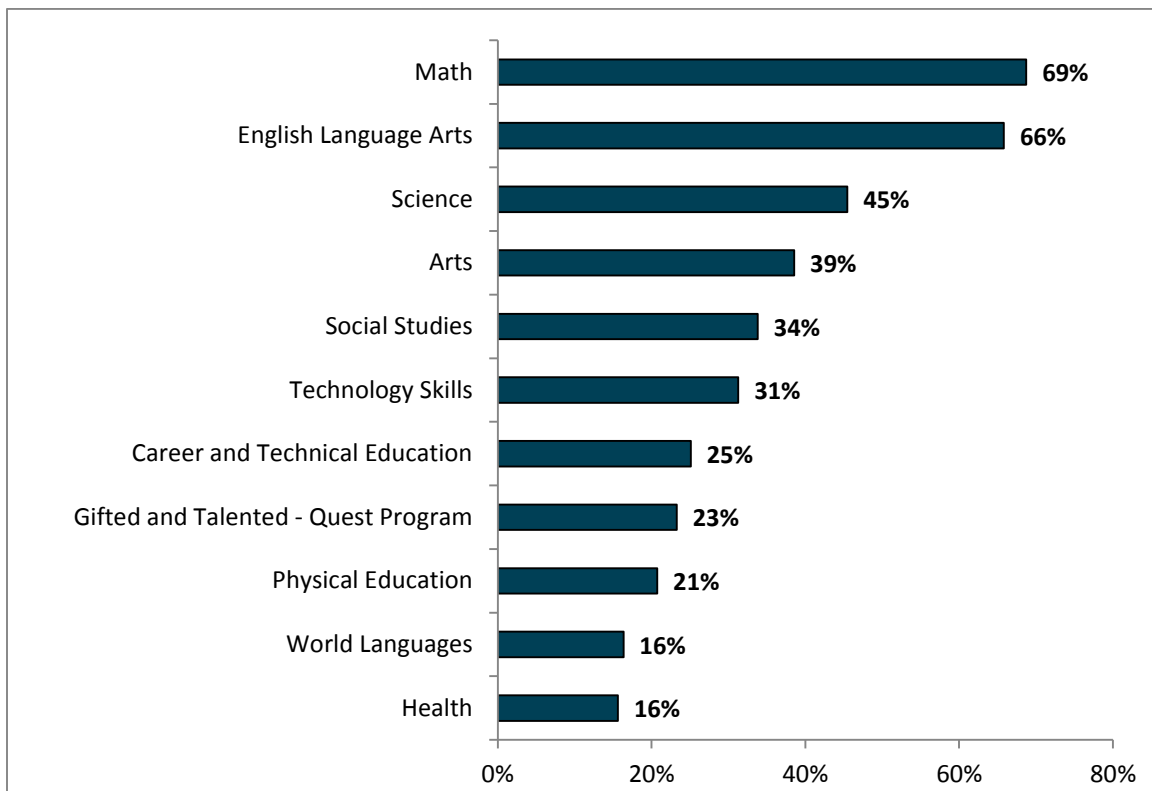
Figure 1.8: Please select the top three positions that are in most need of additional staff in the district, or for which staffing reductions would lead to the most severe, negative impact on student learning and instruction.



n=497

Note: Respondents may select a maximum of three options.

Figure 1.9: Subjects or Curriculum Areas in Most Need of Additional Classroom Teachers

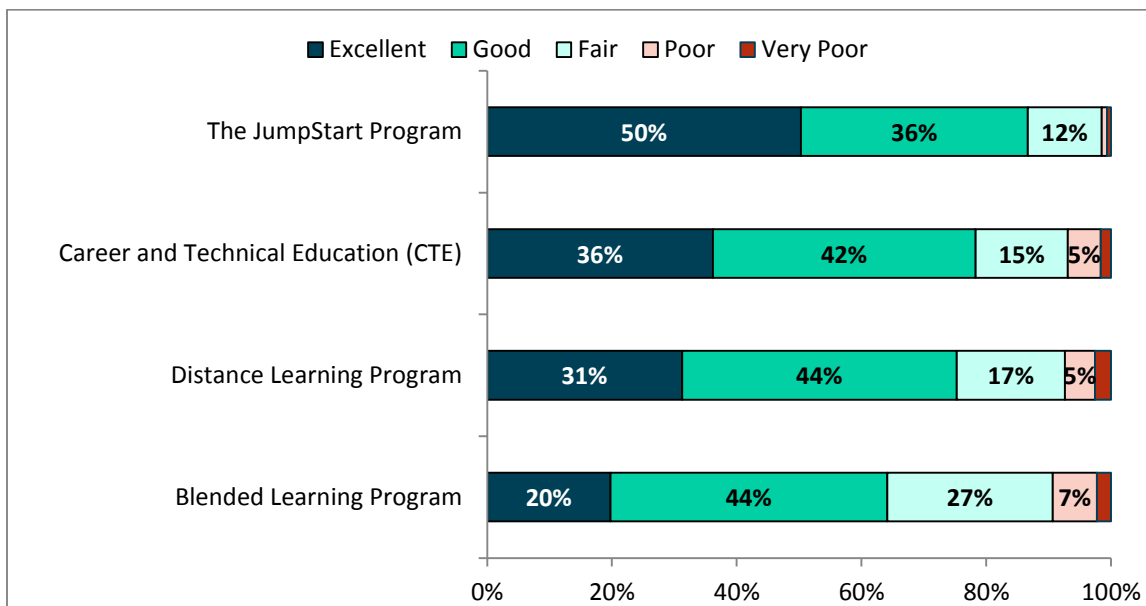


n=275

Note: Respondents who indicated “classroom teacher” as one of the top areas that are in need of additional staff answered this question; respondents may select all that apply.

DISTRICT PROGRAMS

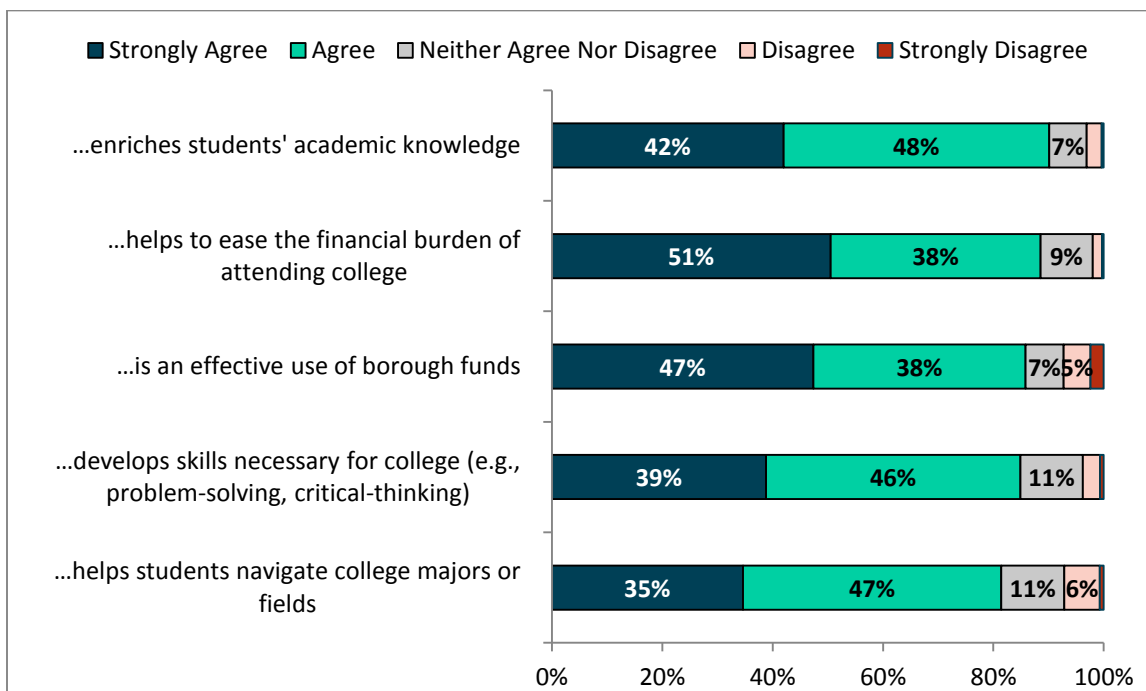
Figure 1.10: Quality of District Programs



n=304-354

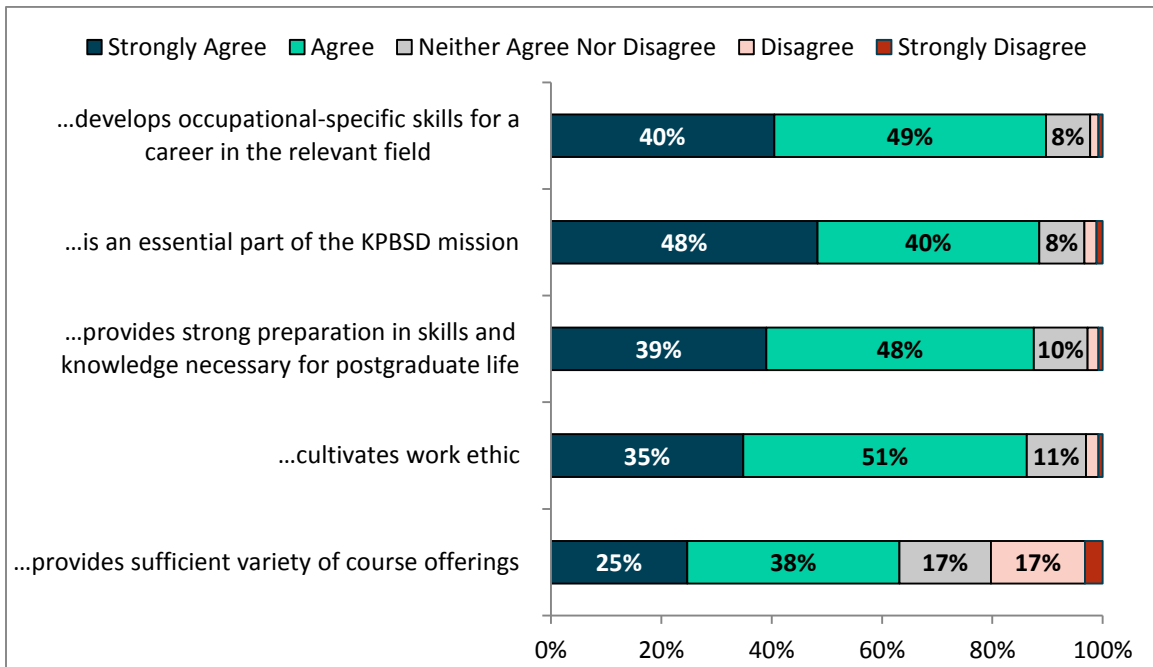
Note: "N" indicates the number of respondents who are aware of the programs; 29 to 39 percent of respondents selected "NA/I'm not aware of this program."

Figure 1.11: The JumpStart Program...



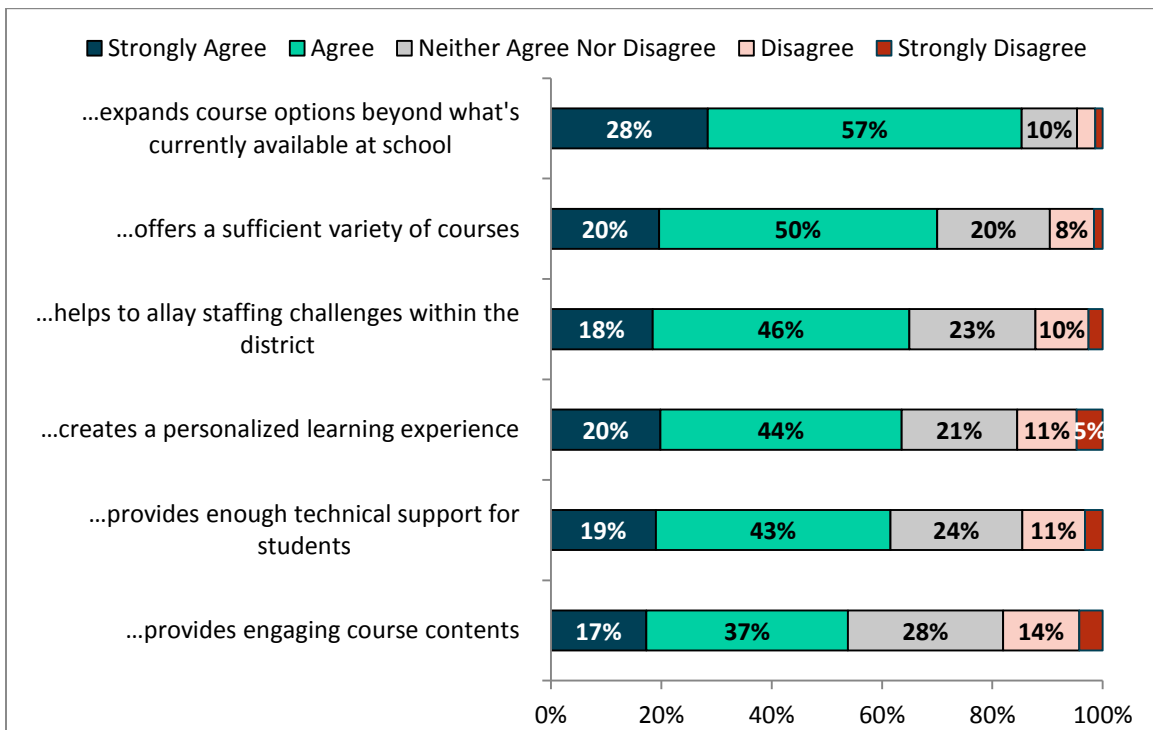
n=280-297

Figure 1.12: The Career and Technical Education (CTE) Program...



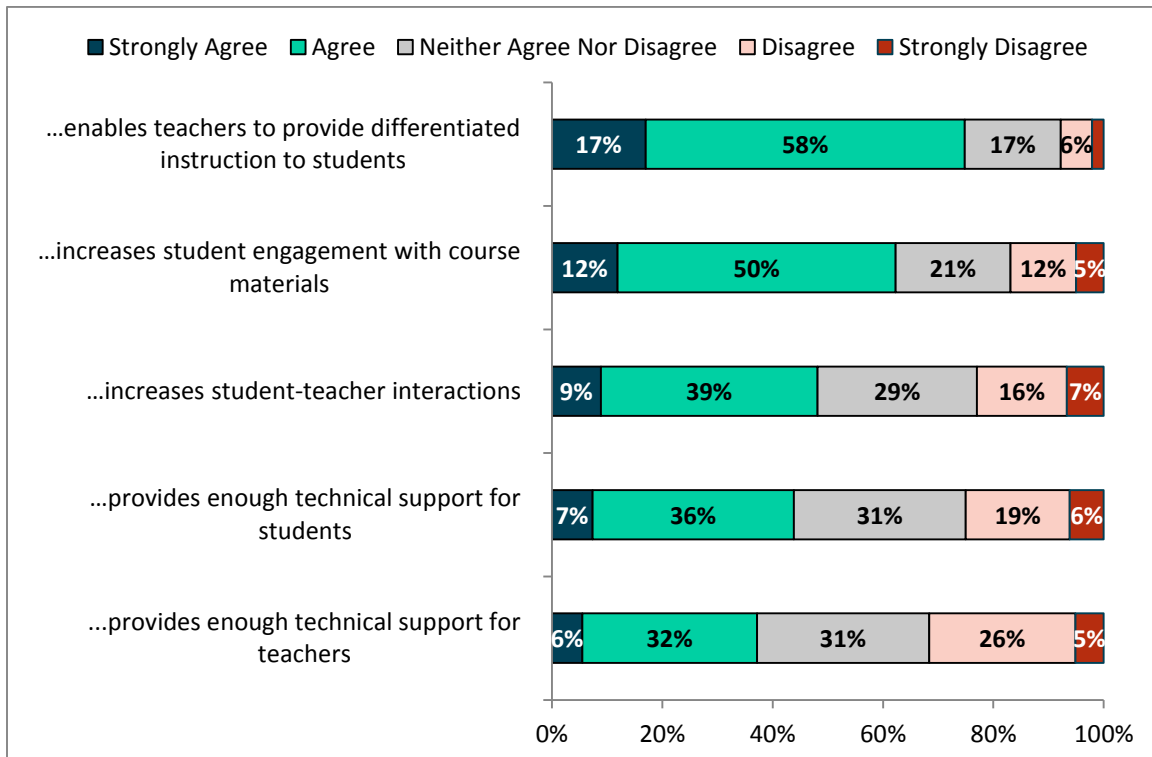
n=247-269

Figure 1.13: The Distance Learning Program...



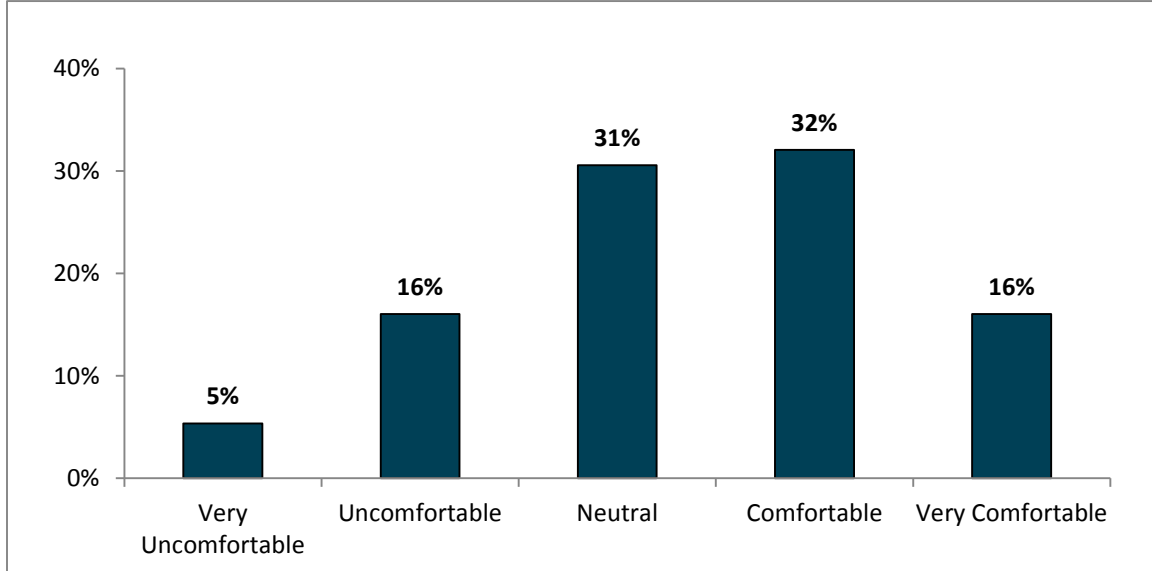
n=247-299

Figure 1.14: The Blended Learning Program...



n=244-282

Figure 1.15: How comfortable are you with facilitating student learning using technology?



n=337

SECTION II: PARENT RESULTS

This section examines parents' feedback about KPBSD's staffing level and program offerings.

STAFFING LEVEL

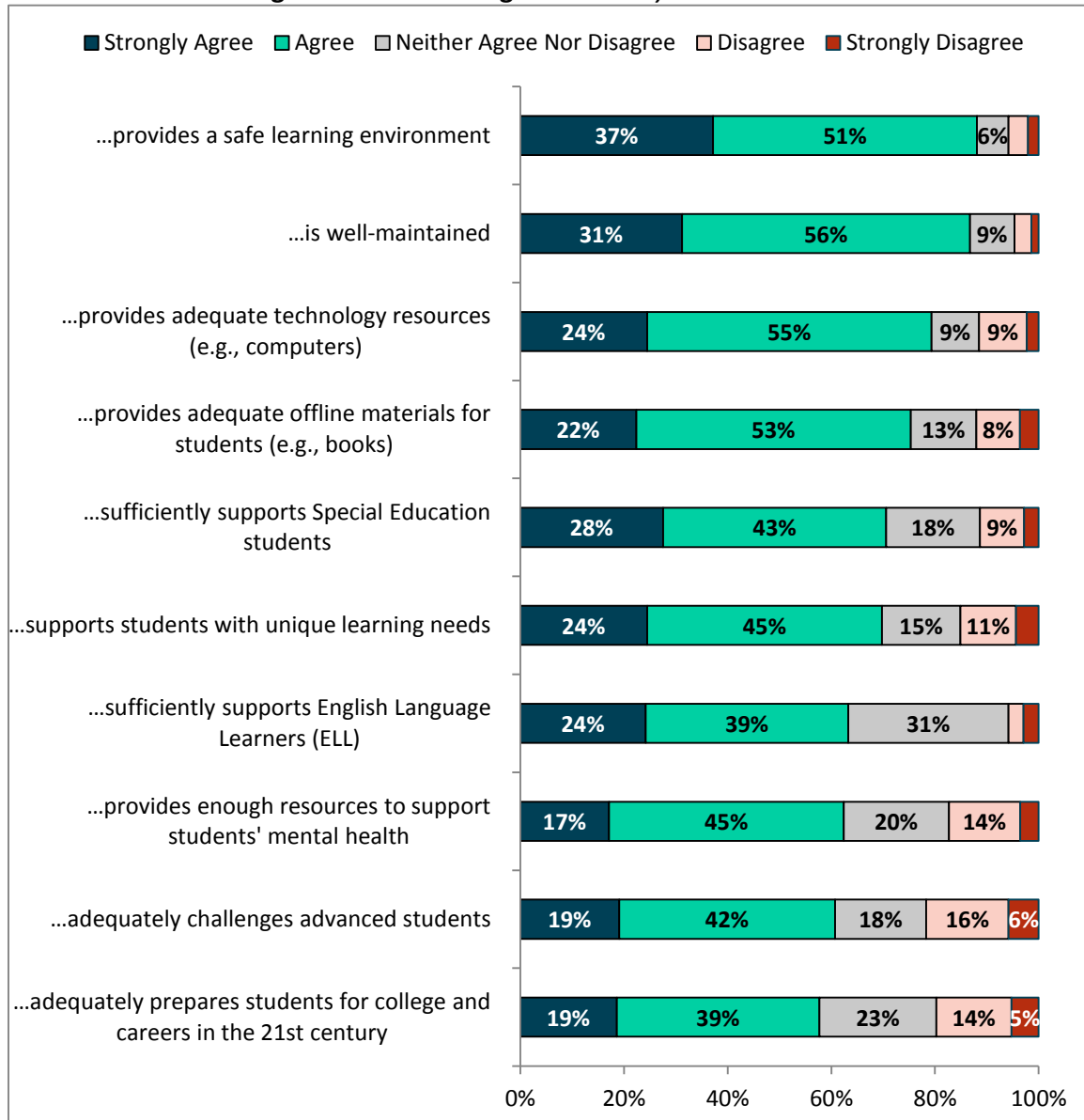
- **Nearly 60 percent of responding parents (57 percent) feel satisfied with the staffing level at the district**, including 30 percent who are *extremely* or *very* satisfied. Forty-two percent indicate that the current student-staff ratio at their child's school is about right, while 55 percent believe their child's schools is somewhat understaffed or understaffed (Figure 2.2 and Figure 2.3).
- **At least 70 percent of parent respondents express satisfaction with the quality and availability of staff at their child's school**, while fewer (54 percent) agree that there are sufficient staff in proportion to the number of students at the school. Further, much fewer respondents (36 percent) believe that the district allocates staff across schools with equity, though 32 percent neither agree nor disagree (Figure 2.4 and Figure 2.5).
- **Parents overwhelmingly suggest (62 percent) that classroom teachers, especially math teachers, are in the greatest need or would greatly cause student learning to suffer if reduced (61 percent)**. Respondents also frequently mention arts, science, English language arts, and technology skills (44 to 50 percent). In addition, between 22 and 26 percent identify Special Education teachers, interventionists, and counseling staff as positions in need of additional staff (Figure 2.6 and Figure 2.7).

DISTRICT PROGRAMS

- **Most parent respondents familiar with the programs indicate that the quality of the JumpStart program (87 percent) and the Career and Technical Education (CTE) program (64 percent) is good or excellent** (Figure 2.8). A great majority of respondents report that the JumpStart program is an effective use of borough funds (86 percent) and that the CTE program is an essential part of the KPBSD mission (83 percent). Approximately one-quarter of parents (27 percent) *disagree* that the CTE program provides sufficient variety of course offerings (Figure 2.9 and Figure 2.10).
- **Responding parents are moderately satisfied with the quality of Distance Learning and Blended-Learning programs** (Figure 2.8). Three-quarters of parents believe that the Distance Learning program expands course options beyond what is currently available at school, and about 55 percent of parents feel that the courses are engaging and deliver a personalized experience for students (Figure 2.11). As for the Blended Learning program, 58 percent of parents report that the program enables teachers to provide differentiated instruction to students (Figure 2.12).

FIGURES

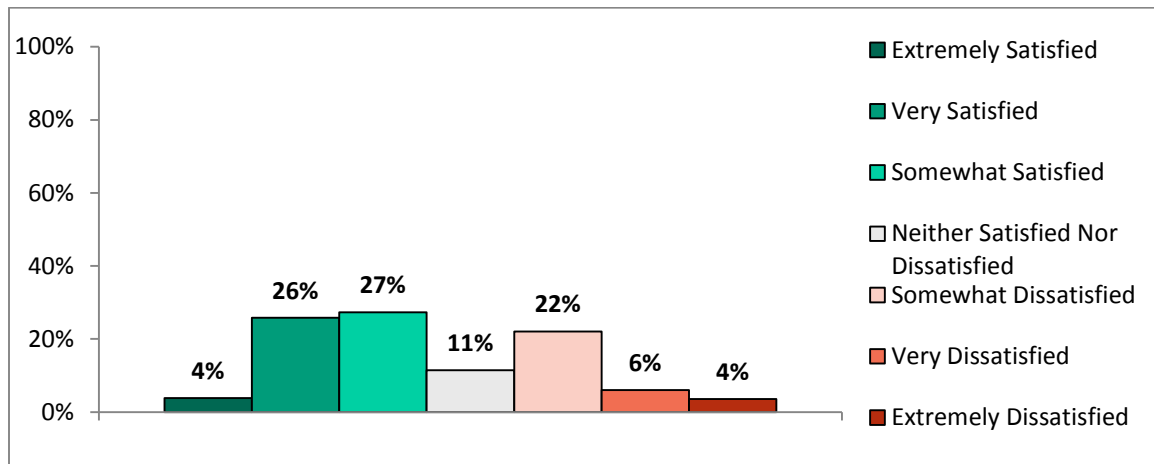
Figure 2.1: Level of Agreement: *My child's school...*



n=343-641

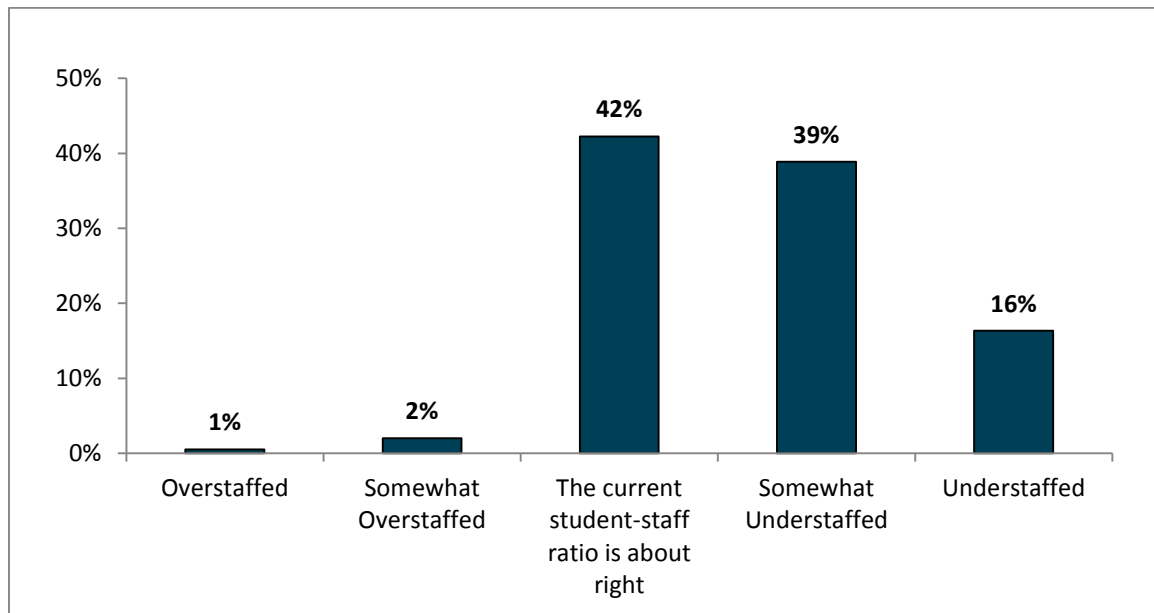
STAFFING LEVEL

Figure 2.2: Overall Satisfaction with the Student-Staff Ratio



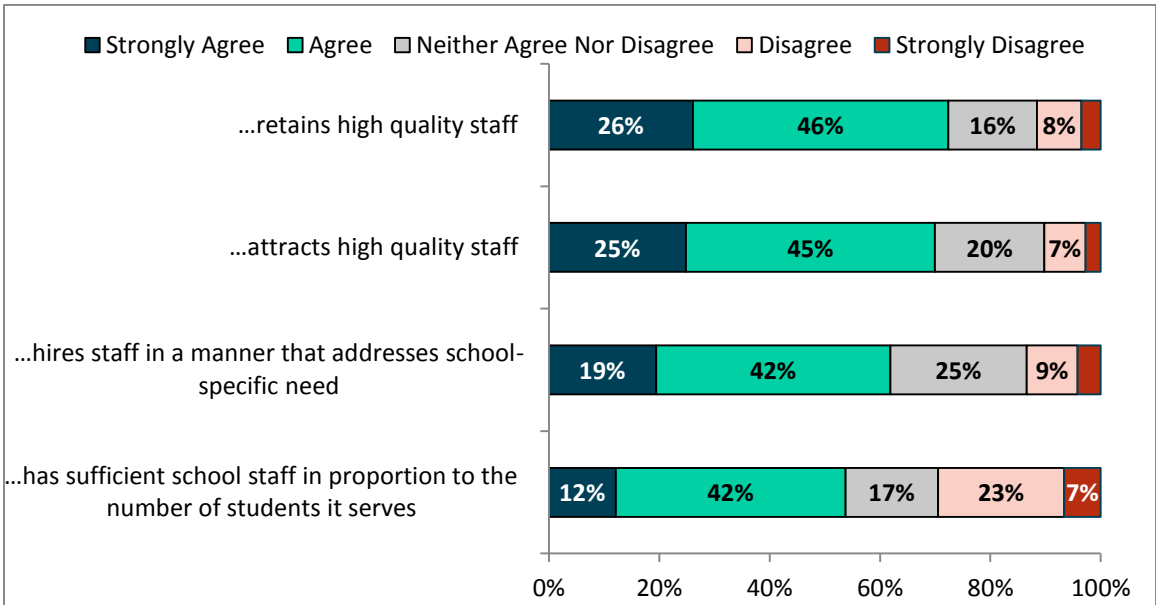
n=762

Figure 2.3: Perceptions of the Student-Staff Ratio



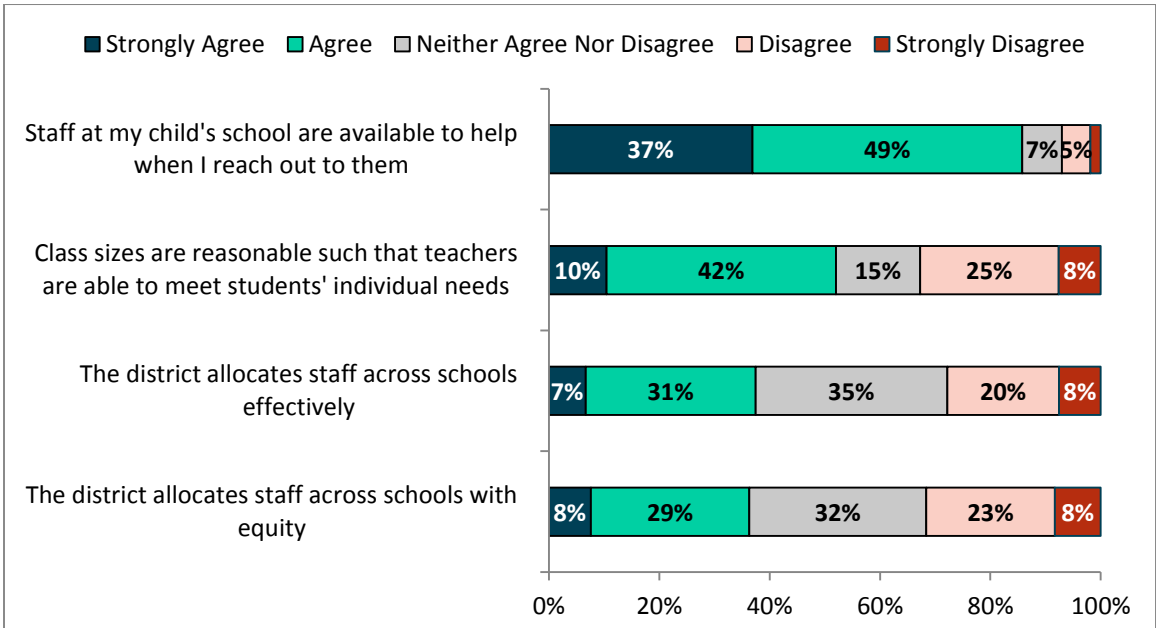
n=599

Figure 2.4: Level of Agreement: *My child's school...*



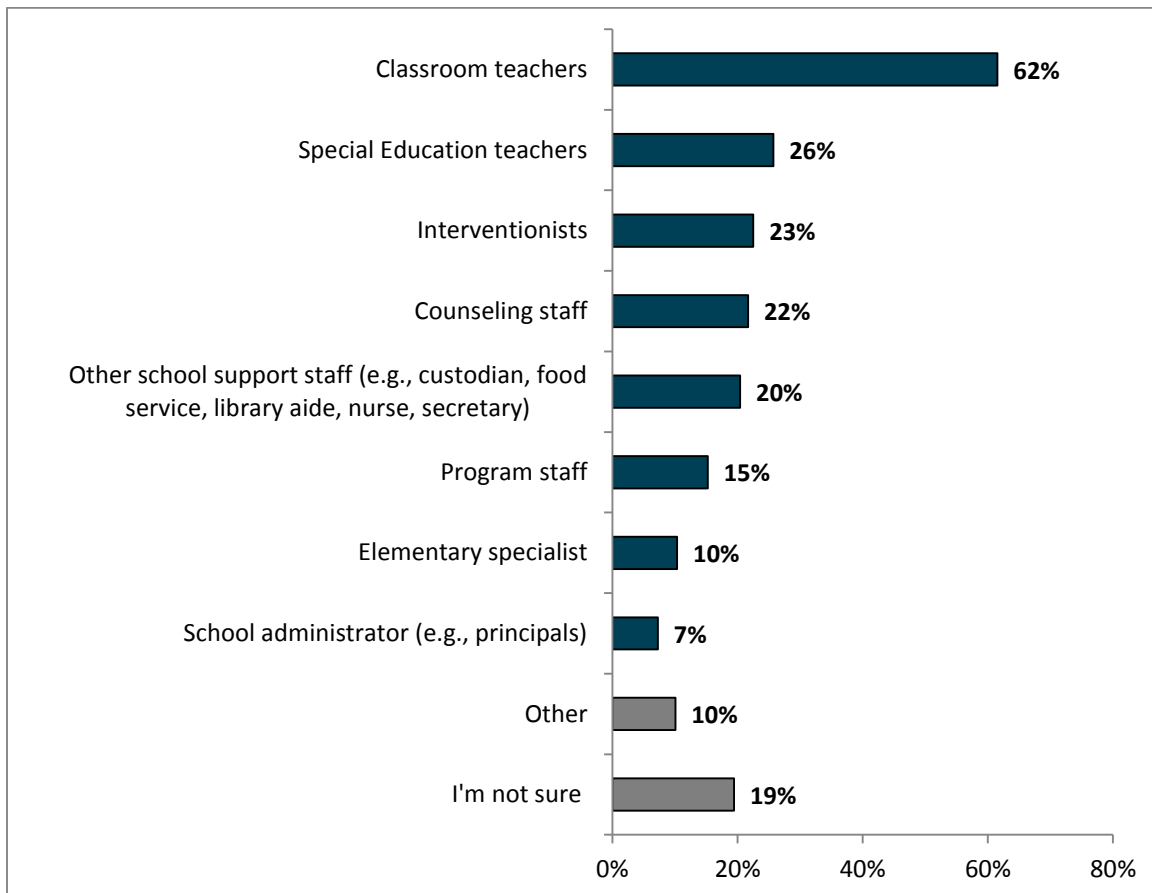
n=551-659

Figure 2.5: Level of Agreement: Staffing



n=446-697

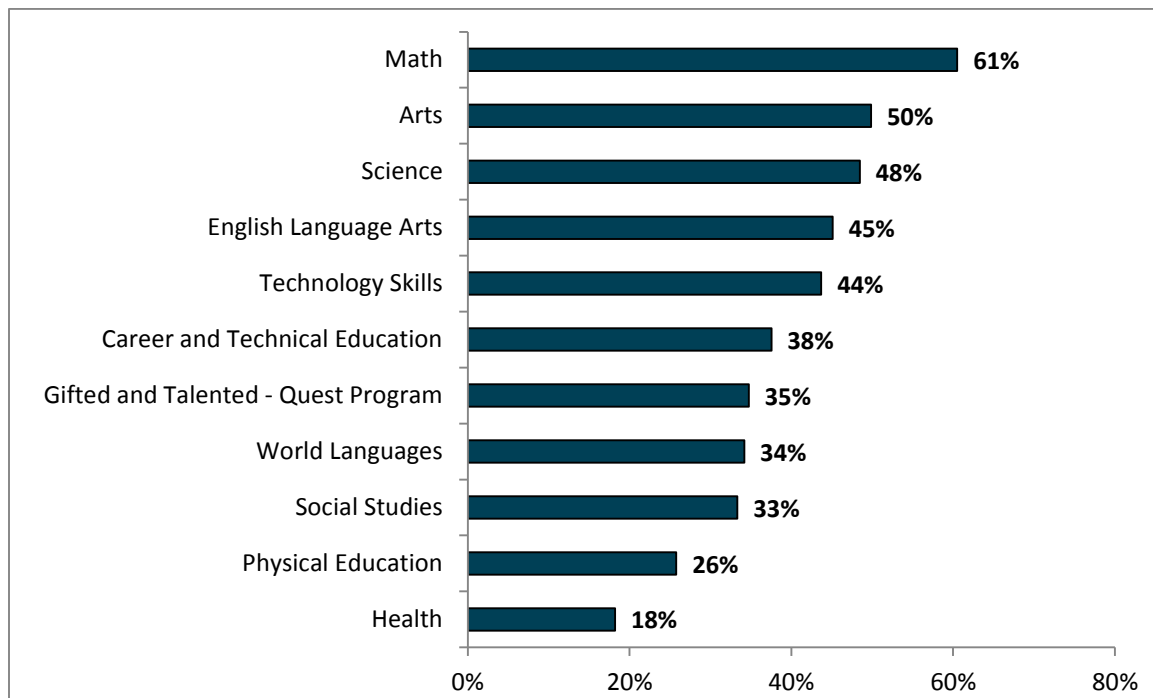
Figure 2.6: Please select the top three positions that are in most need of additional staff in the district, or for which staffing reductions would lead to the most severe, negative impact on student learning and instruction.



n=715

Note: Respondents may select a maximum of three options.

Figure 2.7: Subjects or Curriculum Areas in Most Need of Additional Classroom Teachers

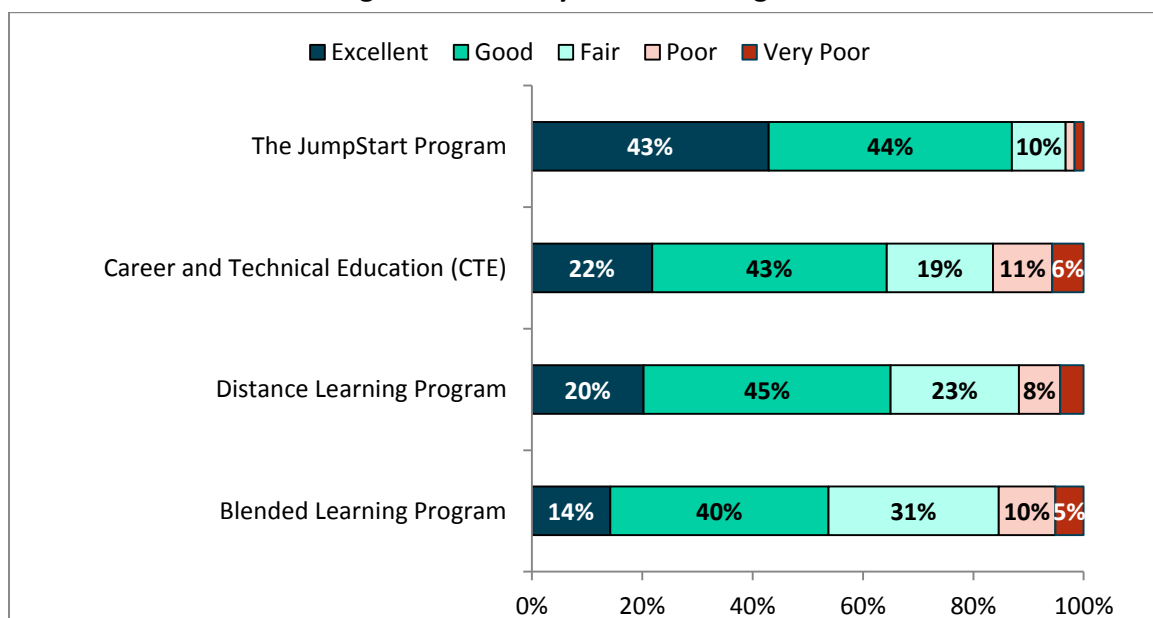


n=357

Note: Respondents who indicated “classroom teacher” as one of the top areas that are in need of additional staff answered this question; respondents may select all that apply.

DISTRICT PROGRAMS

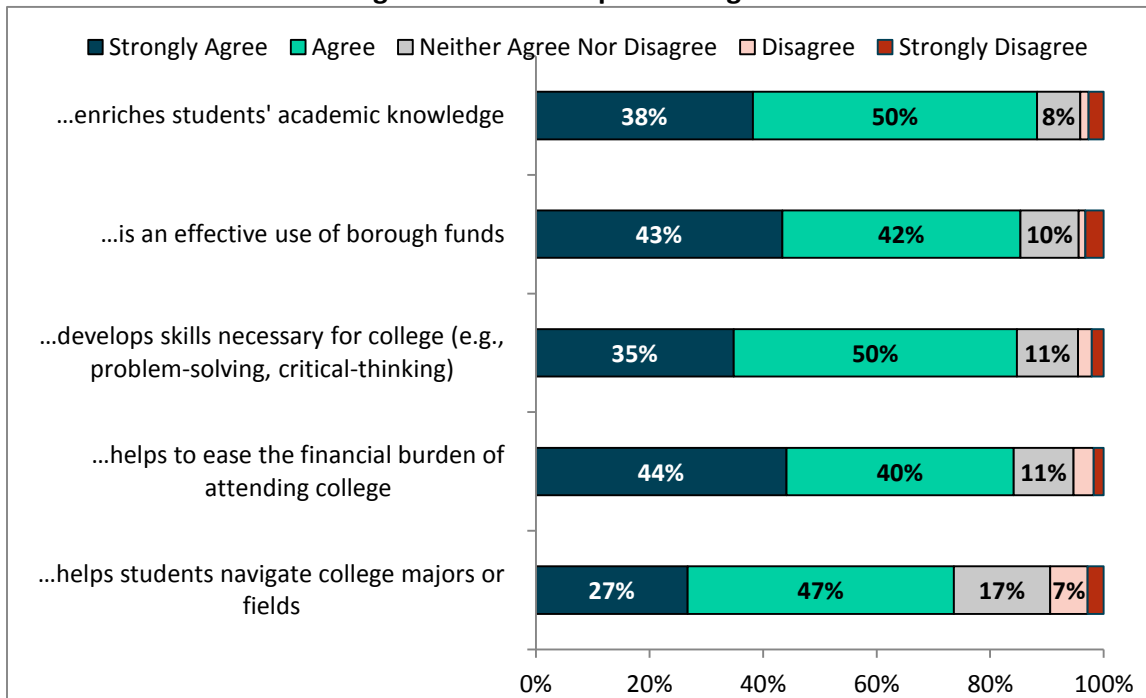
Figure 2.8: Quality of District Programs



n=253-431

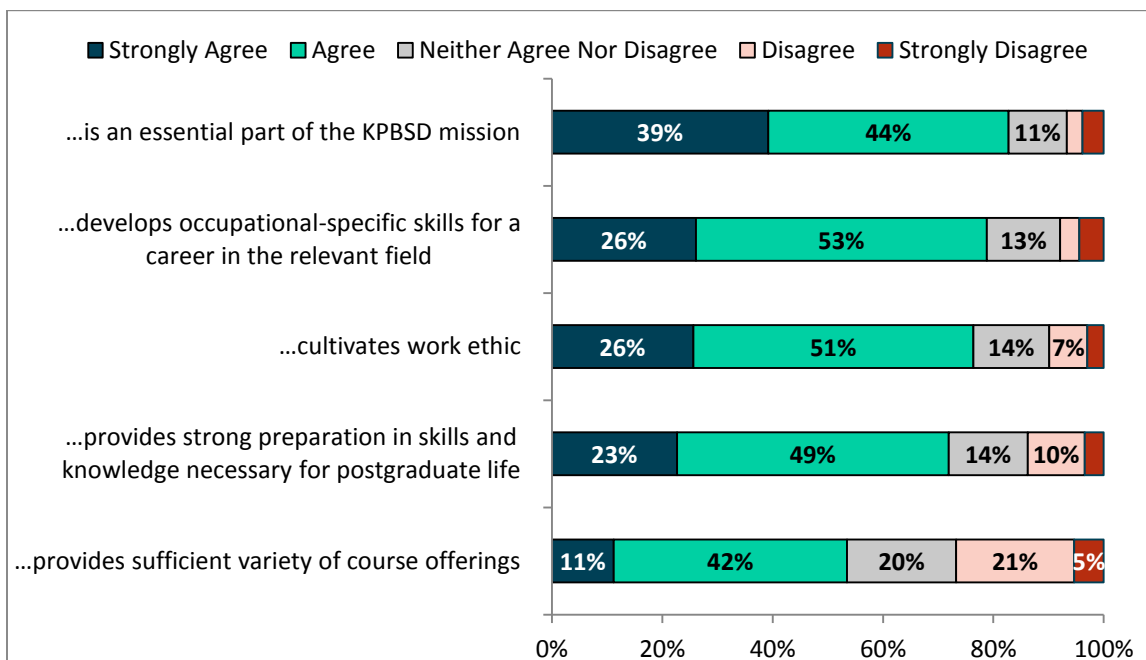
Note: “N” indicates the number of respondents who are aware of the programs; 43 (JumpStart) to 63 (Blended Learning) percent of all respondents selected “NA/I’m not aware of this program.”

Figure 2.9: The JumpStart Program...



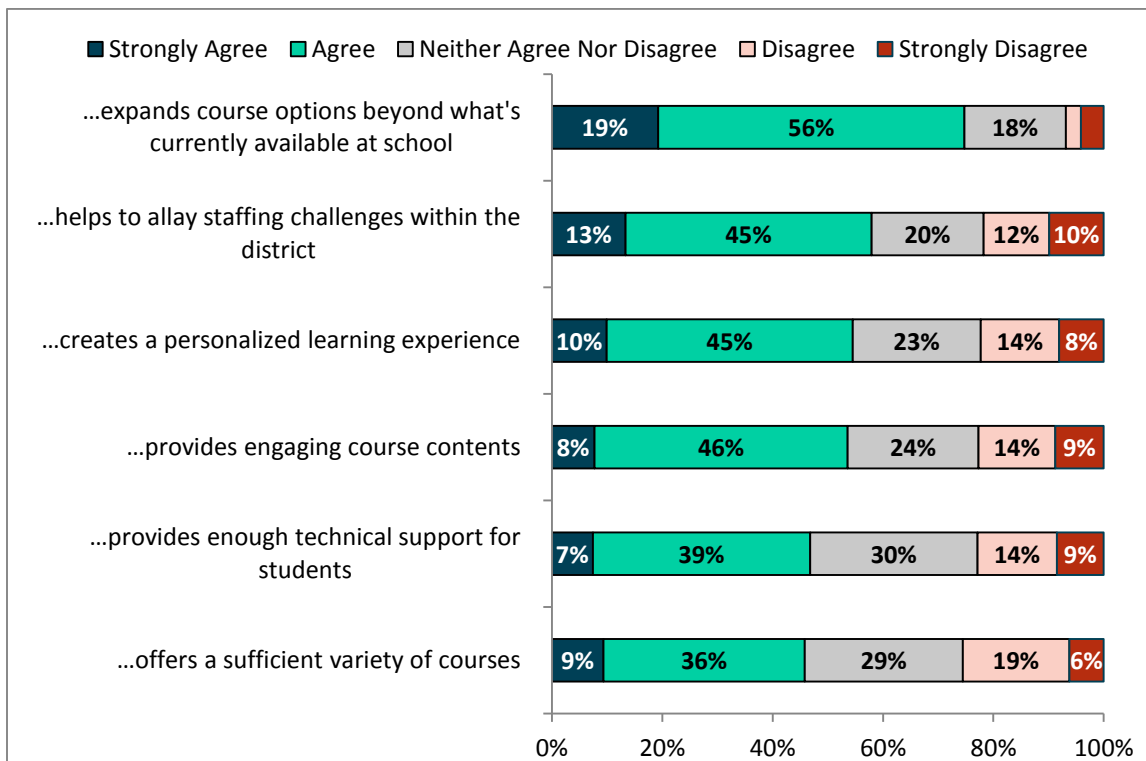
n=318-341

Figure 2.10: The Career and Technical Education (CTE) Program...



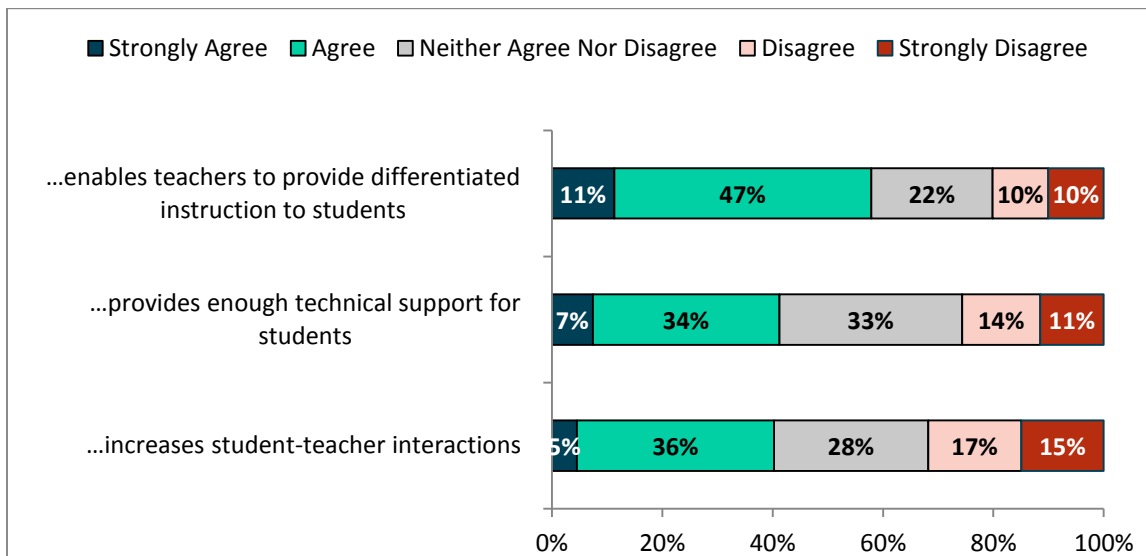
n=187-209

Figure 2.11: The Distance Learning Program...



n=188-218

Figure 2.12: The Blended Learning Program...



n=148-159

SECTION III: OTHER STAKEHOLDER RESULTS

This section examines feedback received from students, district office staff, and community members about KPBSD's staffing level and program offerings. Sample sizes for these groups were 131 (students), 36 (district office staff), and 39 (community members). Full results for all other groups, including the two responding school board members, can be found in the data supplement.

STAFFING LEVEL

- **Responding students and district office staff are mostly satisfied with the staffing level at the district** (70 percent and 62 percent, respectively), compared to community members (49 percent) (Figure 3.2). The majority of students feel that the student-staff ratio is reasonable at their school (67 percent), with only a minority perceiving their school being understaffed (27 percent). Community members and district office staff indicate more frequently that the district is understaffed (60 percent and 47 percent, respectively) (Figure 3.3).
- **Student respondents are generally positive regarding the number of staff and class sizes at their school.** Specifically, 72 percent of student respondents report that class sizes are reasonable such that teachers are able to meet their individual need,⁴ and 69 percent state that their school has sufficient school staff in proportion to the number of students it serves (Figure 3.4).
- **High school respondents most prioritize additional arts, world languages, and social studies classroom teachers.** On the other hand, district office staff prioritize math, English language arts, and Career and Technical Education classroom teachers (Figure 3.6).

DISTRICT PROGRAMS

- **A large majority of student respondents rate the JumpStart program as excellent or good** (81 percent), while much fewer students rate the Career and Technical Education (CTE) program as excellent or good (55 percent) (Figure 3.7). For those who are not aware of these programs, at least half of respondents express some interest in participating (selected moderately/very/extremely interested) (Figure 3.8).
- **Blended Learning and Distance Learning programs also received positive feedback from responding students.** More than half of students rate the Blended Learning and Distance Learning programs as excellent or good (63 percent and 51 percent, respectively) (Figure 3.7). Between 43 and 47 percent of students who are not aware of either of these programs express an interest in participating (Figure 3.8). In terms of technical support, 76 percent of respondents report that the Distance Learning program provides enough technical support for students, compared to 59 percent

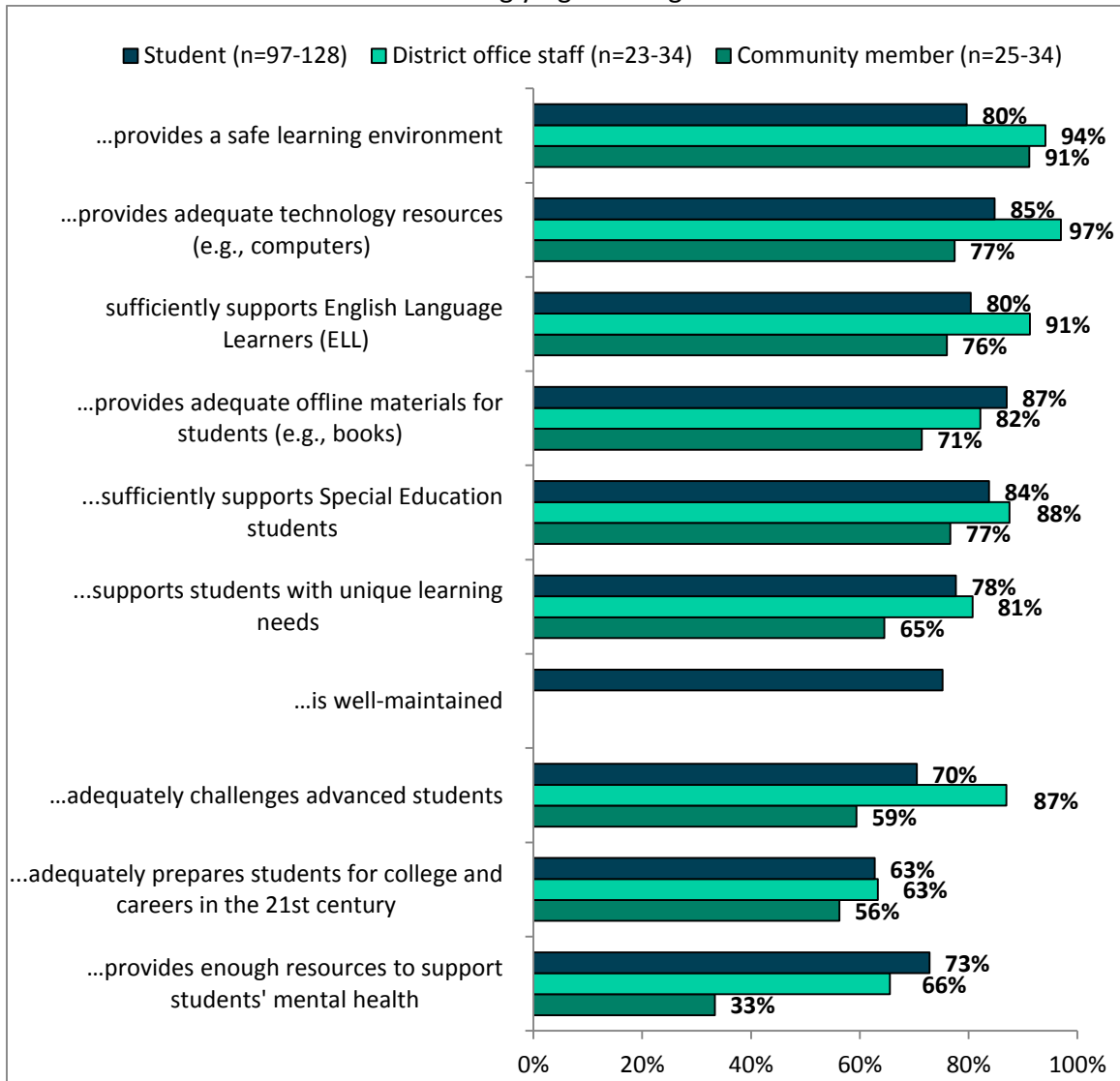
⁴ Please see the data supplement for results of this question.

who find the technical support provided by the Blended Learning program sufficient (Figure 3.11 and Figure 3.12).

FIGURES

Figure 3.1: Level of Agreement: My school/The district...

% Strongly Agree or Agree



STAFFING LEVEL

Figure 3.2: Overall Satisfaction with Student-Staff Ratio

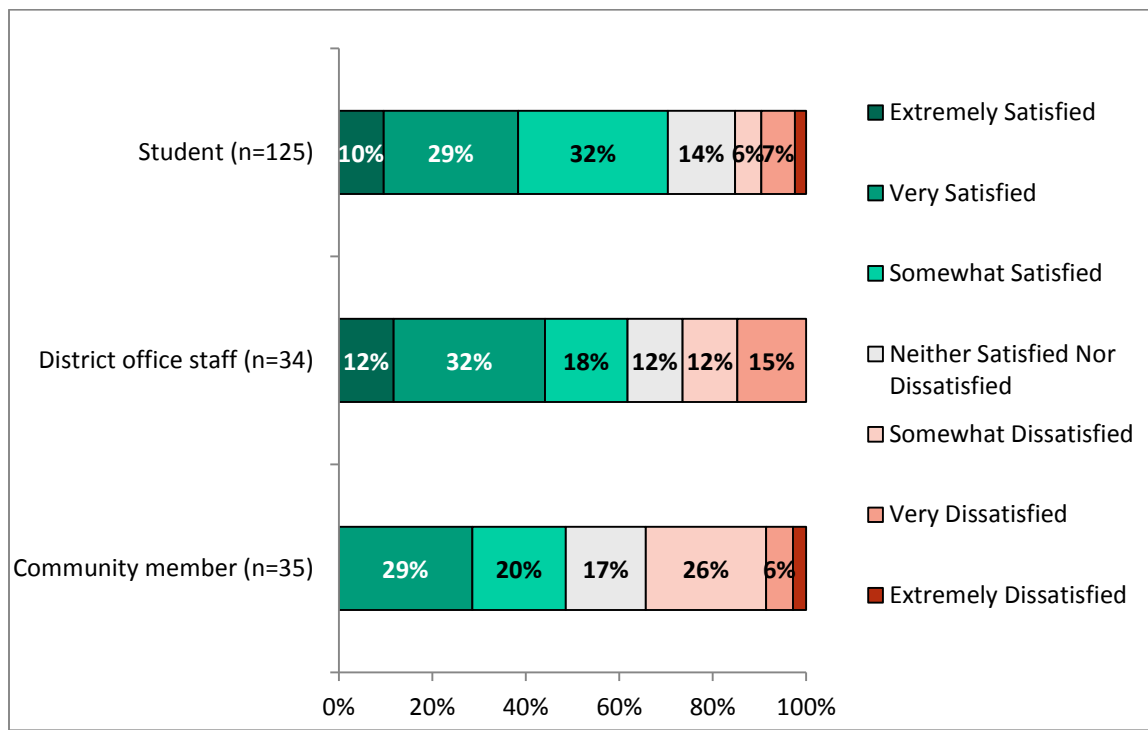
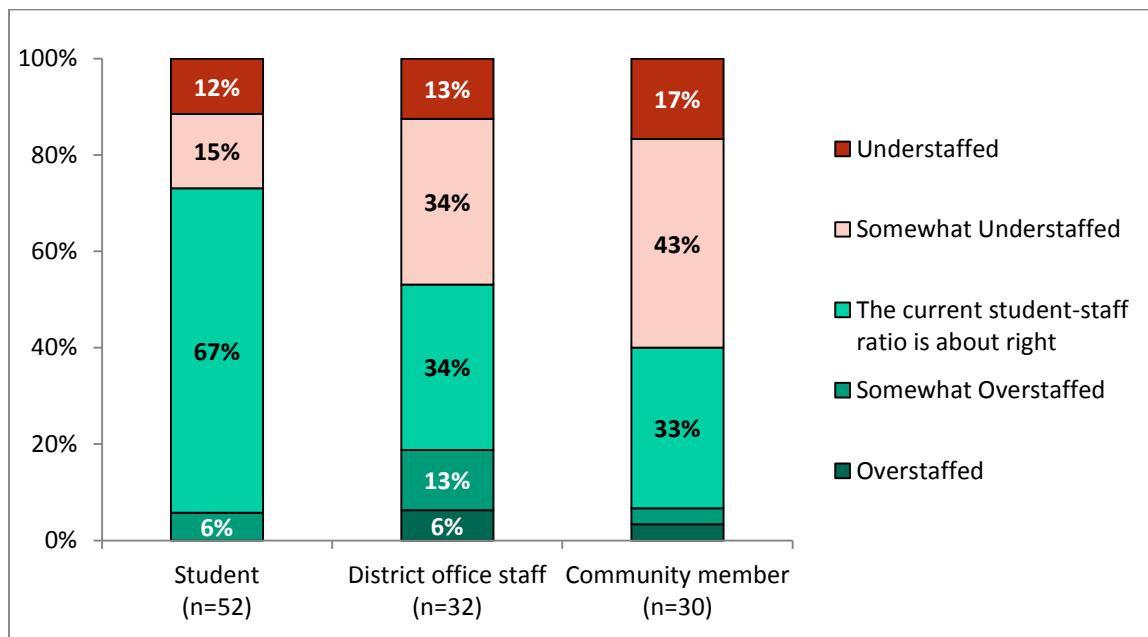
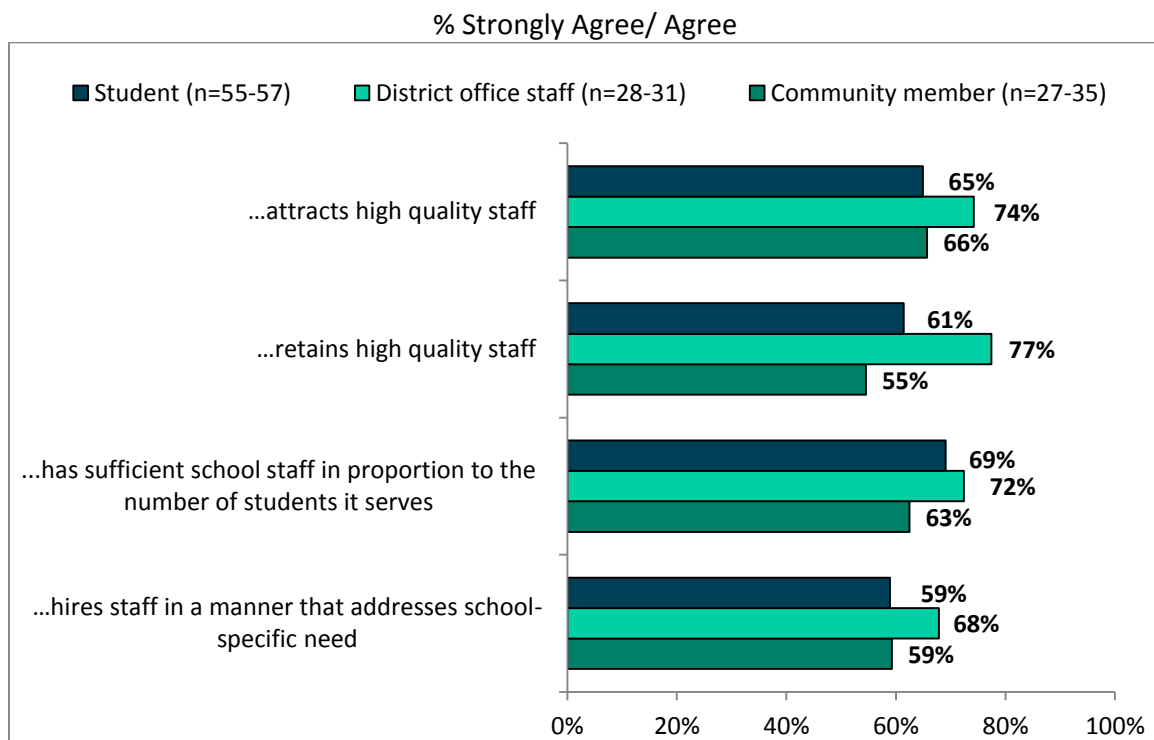


Figure 3.3: Perceptions of Student-Staff Ratio



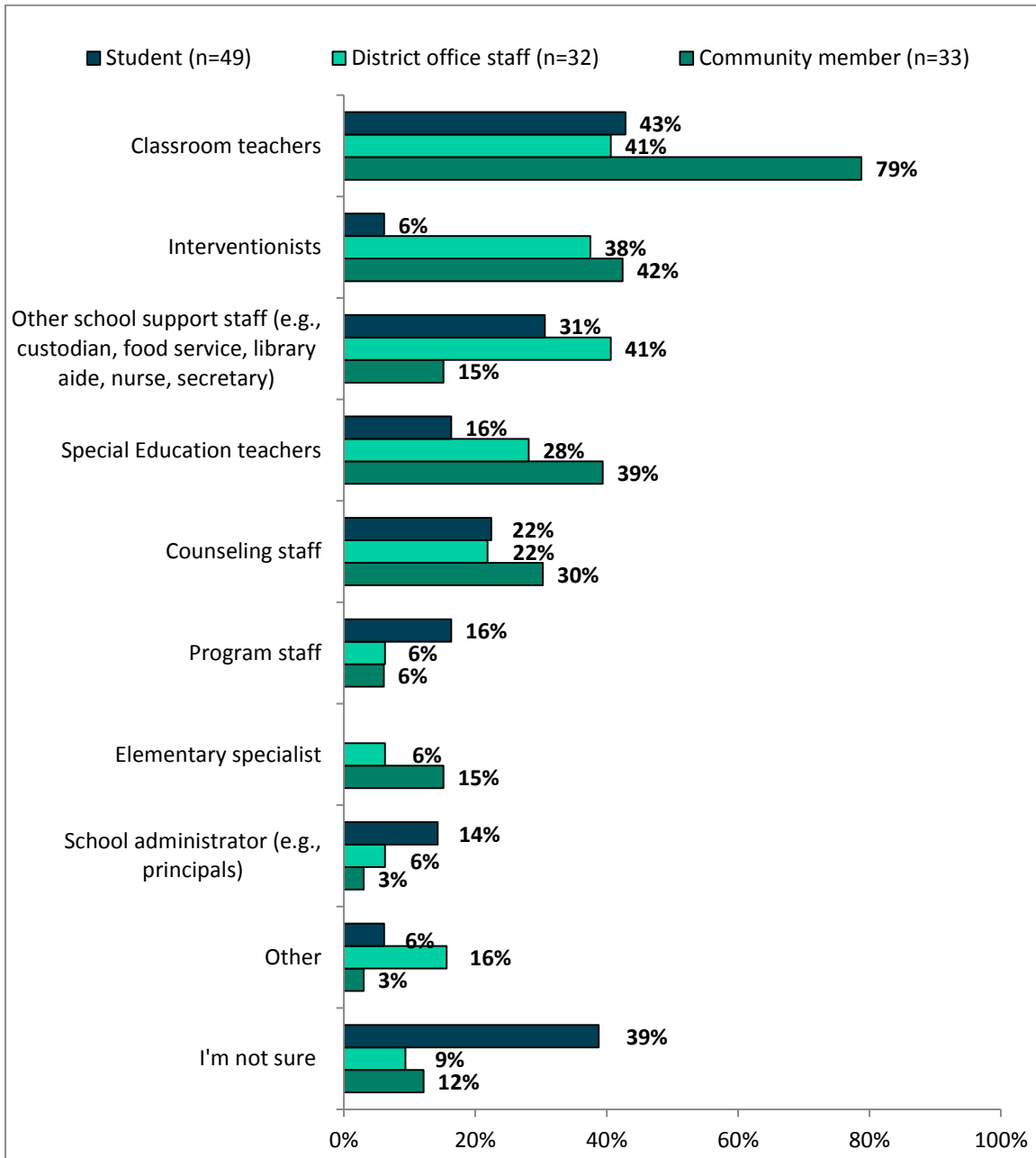
Note: Student respondents comprised of students in Grade 9 to Grade 12.

Figure 3.4: Level of Agreement: My school/The district...



Note: Student were prompted to answer questions with their specific school in mind; district office staff and community members answered questions for the district.

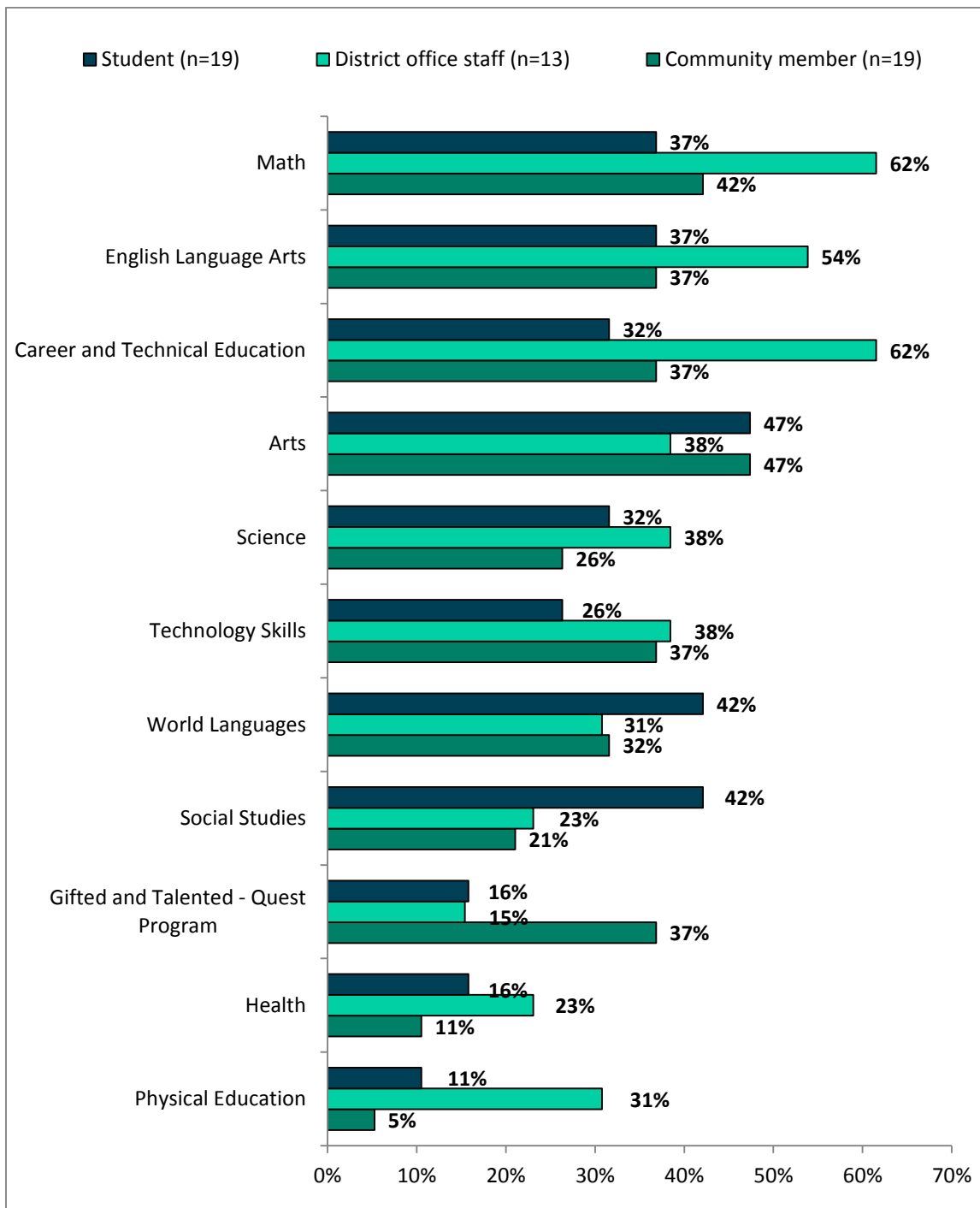
Figure 3.5: Please select the top three positions that are in most need of additional staff in the district, or for which staffing reductions would lead to the most severe, negative impact on student learning and instruction.



Note: Students (Grade 9 to Grade 12) were prompted to answer this question with their specific school in mind; district office staff and community members answered this question for the district.

Note: Respondents may select a maximum of three options.

Figure 3.6: Subjects or Curriculum Areas in Most Need of Additional Classroom Teachers

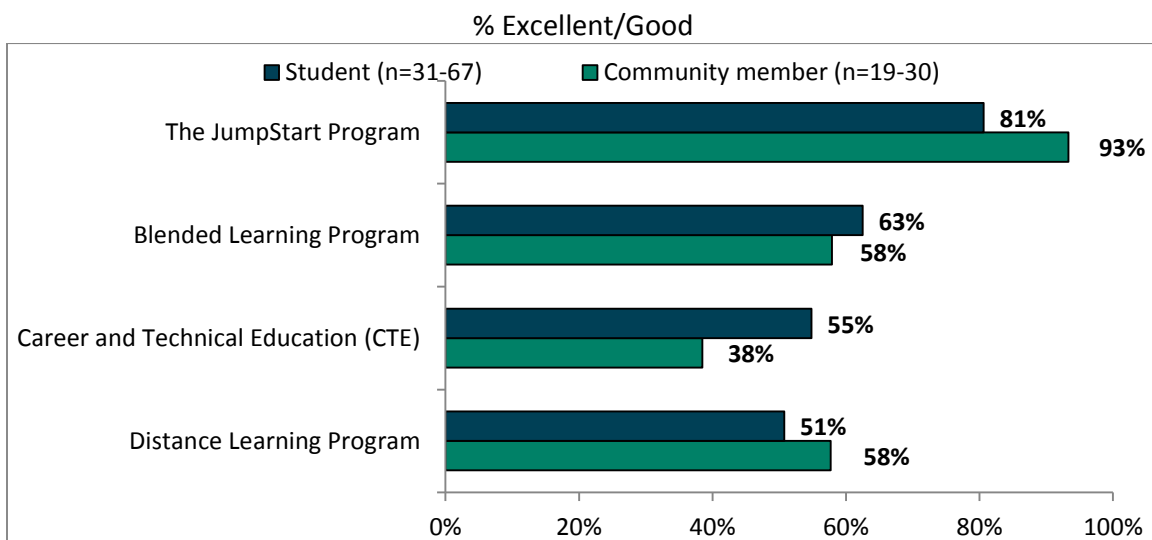


Note: Respondents who indicated “classroom teacher” as one of the top areas that are in need of additional staff answered this question; respondents may select all that apply.

Note: Students (Grade 9 to Grade 12) were prompted to answer this question with their specific school in mind; district office staff and community members answered this question for the district.

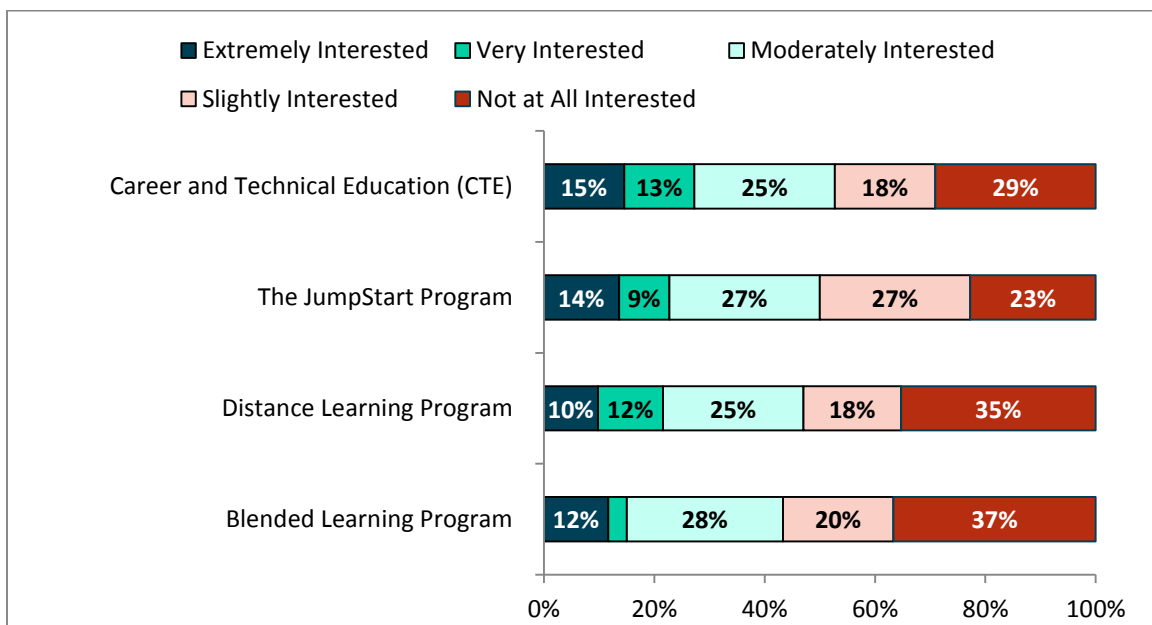
DISTRICT PROGRAMS

Figure 3.7: Quality of District Programs



Note: "N" indicates the number of respondents who are aware of the programs; 12 to 53 percent of all respondents selected "NA/I'm not aware of this program."

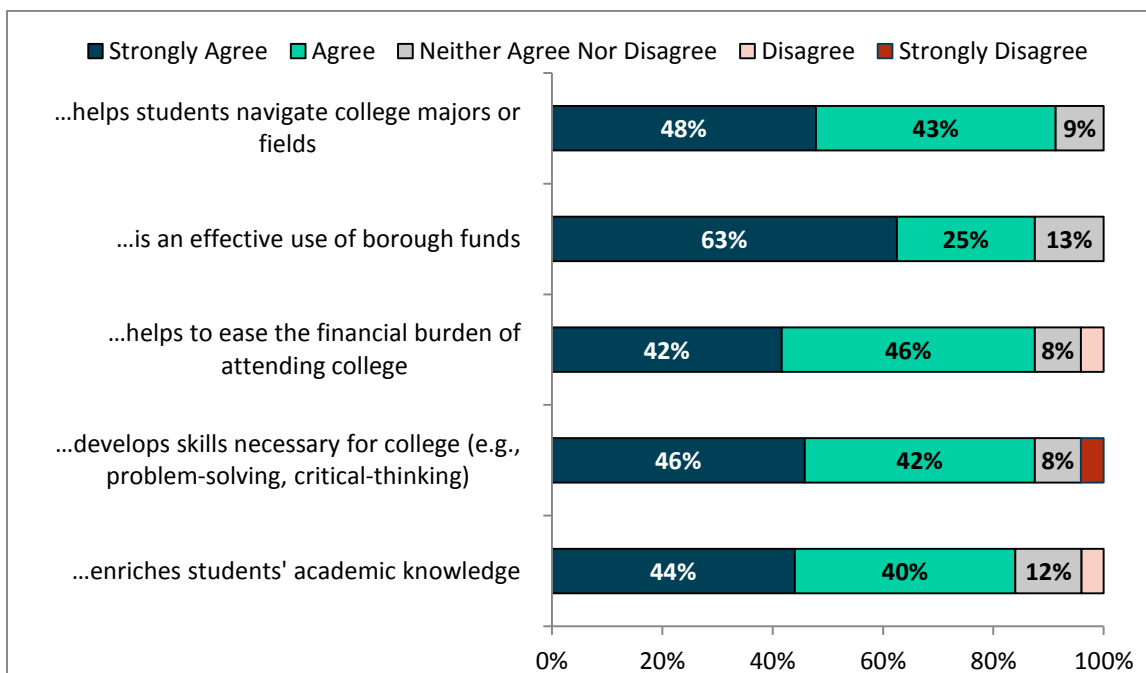
Figure 3.8: Interest in District Programs (Students)



n=22-60

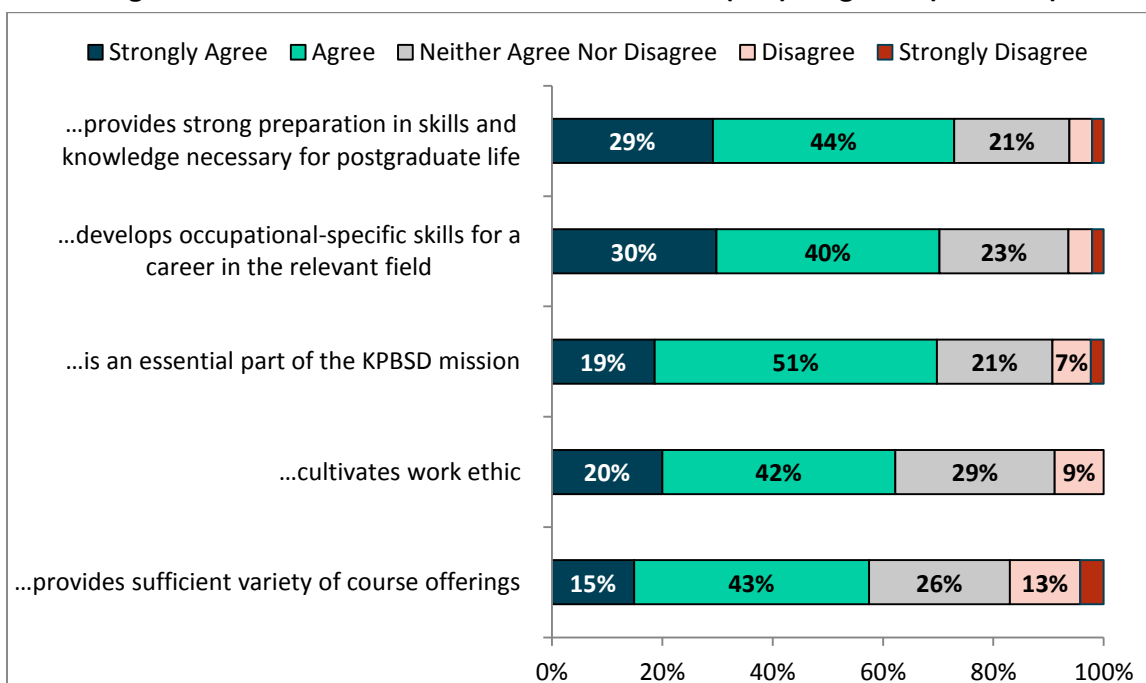
Note: Student respondents who are not aware of these programs answered these questions.

Figure 3.9: The JumpStart Program...(Students)



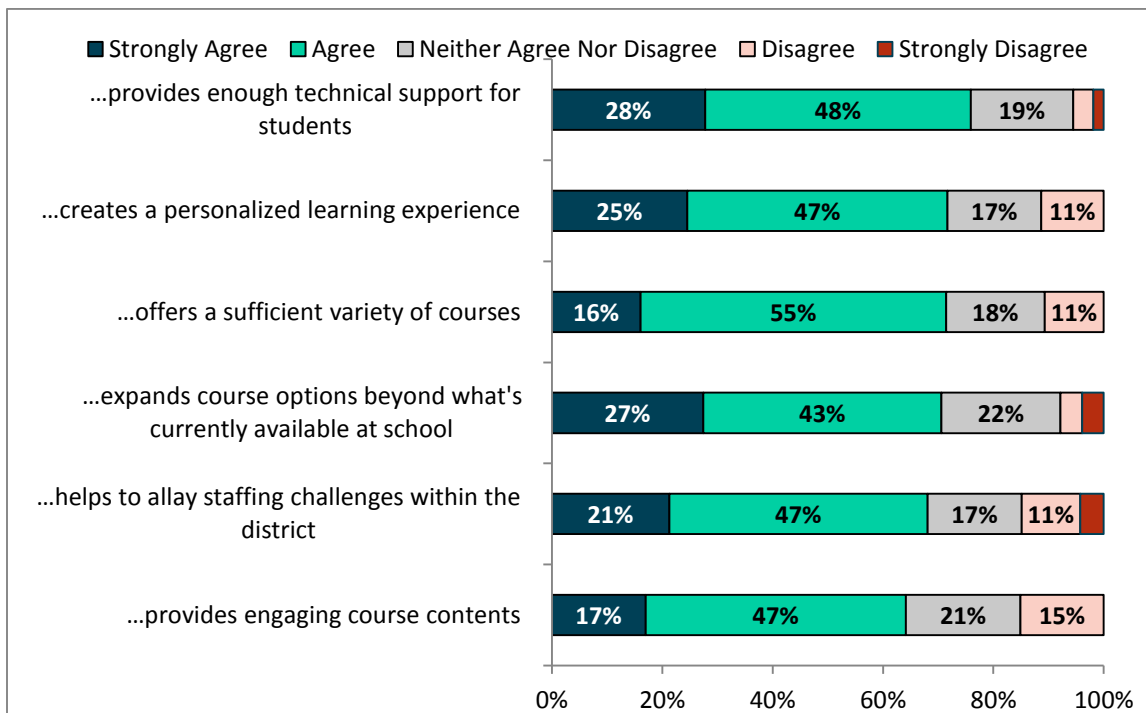
n=23-25

Figure 3.10: The Career and Technical Education (CTE) Program...(Students)



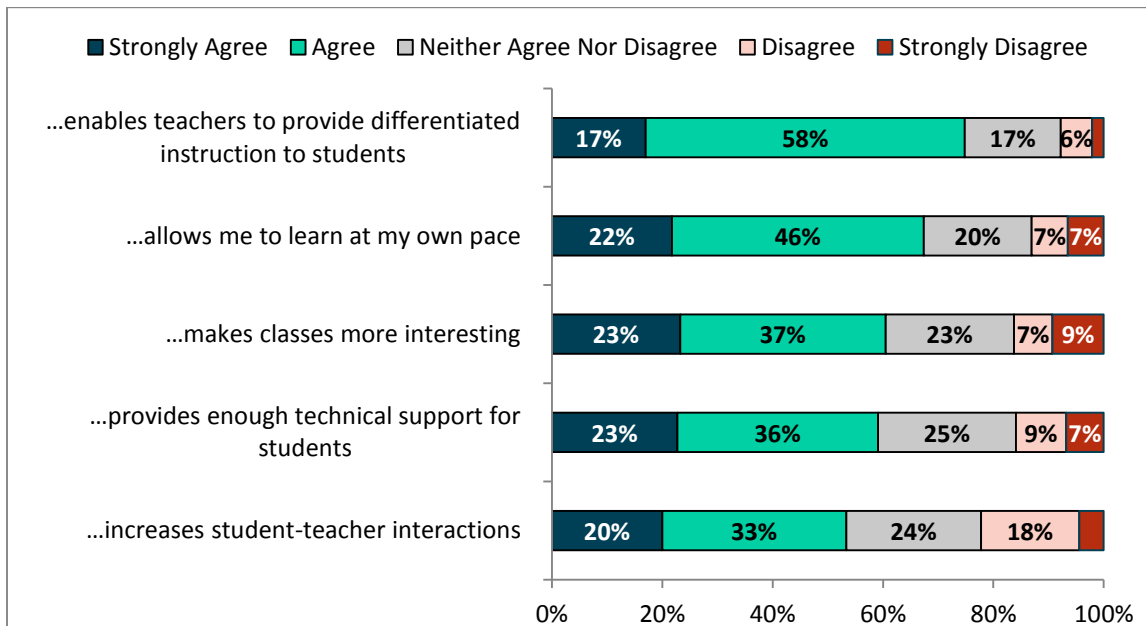
n=43-48

Figure 3.11: The Distance Learning Program...(Students)



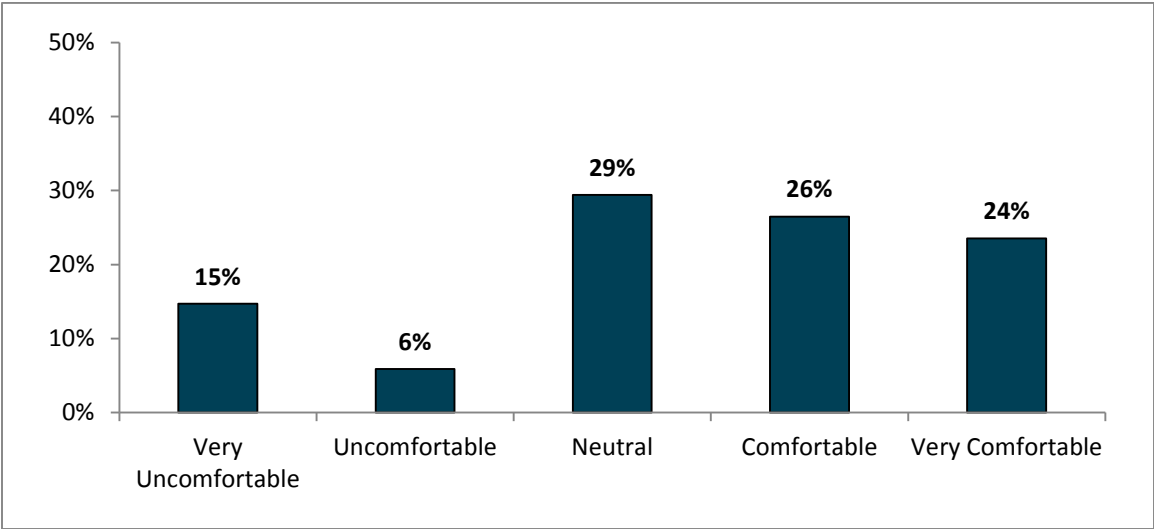
n=47-56

Figure 3.12: The Blended Learning Program...(Students)



n=43-46

Figure 3.13: How comfortable are you with taking courses using technology? (Students)



n=102

SECTION IV: OPEN-ENDED RESPONSE ANALYSIS

STAFFING LEVEL

- **Open-ended comments validate the overall perception that class sizes at many schools are larger than what the district recommends, though not to an extreme degree.** Moreover, it is not uncommon that teachers – particularly those at small schools and elementary schools - take on multiple roles or grades to accommodate for the teacher shortage. KPBSD may consider providing training or support on multi-level teaching (Figure 4.1 and Figure 4.2).
- **A number of respondents specifically request more staffing support for intervention and for students with high needs.** Respondents mention that they would prefer a full-time interventionist on site, or additional Special Education aides. In related, respondents frequently express *dissatisfaction* with the staffing level of Behavior Specialist, Special Education aide, and Intensive Needs aide at their school.⁵

RESOURCE ALLOCATION

- **Staffing adjustment:** Respondents emphasize that cutting teacher positions should be “the last resort” when facing budget reductions. However, many respondents are supportive of staffing and schedule adjustment facilitated by school principals on the premise that it does not compromise programmatic and student needs (Figure 4.2).
- **Resource optimization:** Respondents identify potential waste in school supplies (e.g., printed copies, text books) and suggest the use of online or digital resources to replace paper-based materials. In addition, many advocate utilizing teleconferencing for itinerate employees, as well as expanding the Distance Learning program to more schools, in order to reduce traveling expenses and maintain the education quality at the district (Figure 4.2).
- **Community support:** Rather than solely relying on district budget, school leaders may also seek help from the community and parents (e.g., fundraising, volunteering at school). One respondent proposes evaluating and utilizing external education programs (e.g., “community/college/technical programs”) to supplement in-school teaching (Figure 4.2).

⁵ Respondents were provided the opportunity to enter other positions not included in the survey question “Please indicate your level of satisfaction with the staffing level for the following staff roles at your school.” Please see the data supplement for positions and the level of satisfaction.

FIGURES

STAFFING LEVEL

In the survey, respondents were asked to provide additional feedback regarding the staffing levels and allocation of resources in KPBSD. The tables below categorize these responses by theme according to a representative sample of responses, aggregated across respondent groups. For full text of all open-ended comments, please consult the data supplement, which notes the school and role of the respondent giving feedback.

Figure 4.1: Additional Feedback about Staffing Level

| THEME | COUNT | SAMPLE COMMENTS |
|-----------------------------------|-------|---|
| Large class size | 39% | <ul style="list-style-type: none"> “Last year my son had 30 kids in his tenth grade English class and this year he has 30 kids in his geometry class. He said he has about 25 kids in most of his classes but some such as Spanish are smaller.” “In my experience, KPBSD has the above ratios, but they are not always followed. It is frustrating to be told the district ratio is 22.5 to 1 and have 25-28 kids are placed in your class.” |
| Student-staff ratio is reasonable | 21% | <ul style="list-style-type: none"> “As an alternative school, we tend to need smaller class sizes to work with the students that we serve. Our staff is allocated correctly for the fluctuating population we encounter during the year.” “Student teacher ratio is 24:1, with younger grades having a teacher's aide. They utilize parent volunteers. Parents can sign up to help with reading and math during school.” |
| Specific request | 21% | <ul style="list-style-type: none"> “Could use another full time interventionist, full time librarian, full-time Quest teacher. Every elementary school could use a full time art teacher instead of an art kit.” “We need to keep 4 special education teachers at this school and hire specialists to support students with more intensive needs that require specialized instruction.” |
| Overworked staff | 12% | <ul style="list-style-type: none"> “The elementary staff is asked to teach three grade levels at the same time. This doesn't give the students the teacher's time to do a lot of one on one that they need.” “it is extremely difficult to meet the needs of our students when there are 25+ kids stuffed into one tiny classroom with only one teacher to try and deal with not only academic needs, but social needs, mental health needs, and physical needs.” |

| THEME | COUNT | SAMPLE COMMENTS |
|--|-------|--|
| Students with special needs are under-served | 13% | <ul style="list-style-type: none"> ■ “We struggle at our school to have a staff member available to supervise distance ed students. As a district, we push and encourage students to take distance ed classes without providing resources in the building (a staff member) to supervise those students.” ■ “We have a lot of high needs students that require individualized instruction. Our aide coverage is not enough to offer the support that our IEPs have outlined and our teams have determined would allow for our students to receive adequate support to be in a Least Restrictive Environment.” |
| Overstaffed | 1% | <ul style="list-style-type: none"> ■ “I think government as a whole should take a real hard look at staff and see what we could do without. There is always waste to be trimmed up.” |
| Other feedback | 15% | <ul style="list-style-type: none"> ■ “We are a small school and when budget cuts hit, teachers are cut and there are less variety of classes. Kids are pushed into Distance Learning courses in which most are done at home.” ■ “I feel that the elementary staff would benefit from professional development targeted at multi-level teaching.” |

n (sample)=150, n (total)= 534

Note: Hanover analyzed a representative sample of responses; one response may be tagged with multiple themes.
Please see the data supplement for all open-ended responses.

RESOURCE ALLOCATION

Figure 4.2: How can KPBSD better allocate resources to all schools?

| THEME | COUNT | SAMPLE COMMENTS |
|----------------------------|-------|--|
| INCREASING... | | |
| Staffing adjustment | 14% | <ul style="list-style-type: none"> ■ “Invest in teachers and people who make relationships with kids before spending money on more technology and equipment.” ■ “Have bigger classes with Teacher’s aid to help out instead of adding another teacher. One aid per class grade would be sufficient and would allow the school to hire at a lower pay rate than a teacher, but still have enough help for the students. ” |
| Online resource/technology | 8% | <ul style="list-style-type: none"> ■ “More distance education to remote sites to reduce staffing and transportation costs...” ■ “More distance conferencing for itinerate employees (e.g. distance speech therapy, telephonic or video conference for IEPs) to reduce travel expenses.” |
| Curricular areas/programs | 8% | <ul style="list-style-type: none"> ■ “Use program budgeting that requires each school to justify the effectiveness of each program funded...Funds need to be spent to help students that are struggling before spending money on athletics and extra-curricular.” |

| THEME | COUNT | SAMPLE COMMENTS |
|--|-------|--|
| Funding | 8% | <ul style="list-style-type: none"> ▪ “Perhaps the district or individual school could focus more on seeking funding elsewhere. Requesting parent, student, and community help in raising funds would likely help.” |
| Consolidation/sharing | 5% | <ul style="list-style-type: none"> ▪ “It seems that in the Homer area specifically, there are a lot of empty classrooms across all the schools. Fireweed is split between 2 buildings, even though the entire school community desires both ‘big’ and ‘little’ Fireweed to be in one location. Some sort of consolidation to make better use of physical resources would save some money on facilities costs.” |
| Volunteer/community support | 4% | <ul style="list-style-type: none"> ▪ “Find ways of engaging families as volunteers and active partners in their children’s education (e.g., specifically asking parents to share in the class or take leadership roles to show that parents are valued).” |
| Homeschooling/alternative options | 2% | <ul style="list-style-type: none"> ▪ “Encourage more homeschooling.” ▪ “Review and use more community/college/technical programs to supplant in school curriculum teaching.” |
| REDUCING... | | |
| Supplies | 13% | <ul style="list-style-type: none"> ▪ “Take a detailed look at waste in school programs. I.e. Cafeteria food. School supplies. Emphasis on digital supplies vs traditional paper. Books etc.” ▪ “There is a lot of wasted money with curriculum materials. Instead of having a 1:1 ratio of a 10-pound textbook, just buy a classroom set and have an online subscription. Money could also be saved by not updating software every single year...” |
| Administration/operation | 9% | <ul style="list-style-type: none"> ▪ “Reduce administrative positions at the school district office and provide those funds to hire more teachers.” |
| Curricular areas/programs | 8% | <ul style="list-style-type: none"> ▪ “Hold on new projects or high expenditures until funds are available. Quit cutting art classes! Drama, music and other visual arts.” |
| School day (i.e., four-day school week) | 3% | <ul style="list-style-type: none"> ▪ “Try four-day school weeks. Many districts across the country have tried this with great results. Better student and staff attendance and increase in test scores.” |
| Staffing | 3% | <ul style="list-style-type: none"> ▪ “Stop paying for frivolous job positions in the district like a PBIS coordinator.” |
| Other feedback | 16% | <ul style="list-style-type: none"> ▪ “Take the money you have and allow each school to allocate where funds go. You have charter schools with aides and brand new equipment. In other public schools, you have 30-year-old spaces and no aides. Let all public schools determine how their money will be spent.” |

n (sample)=160, n (total)= 778

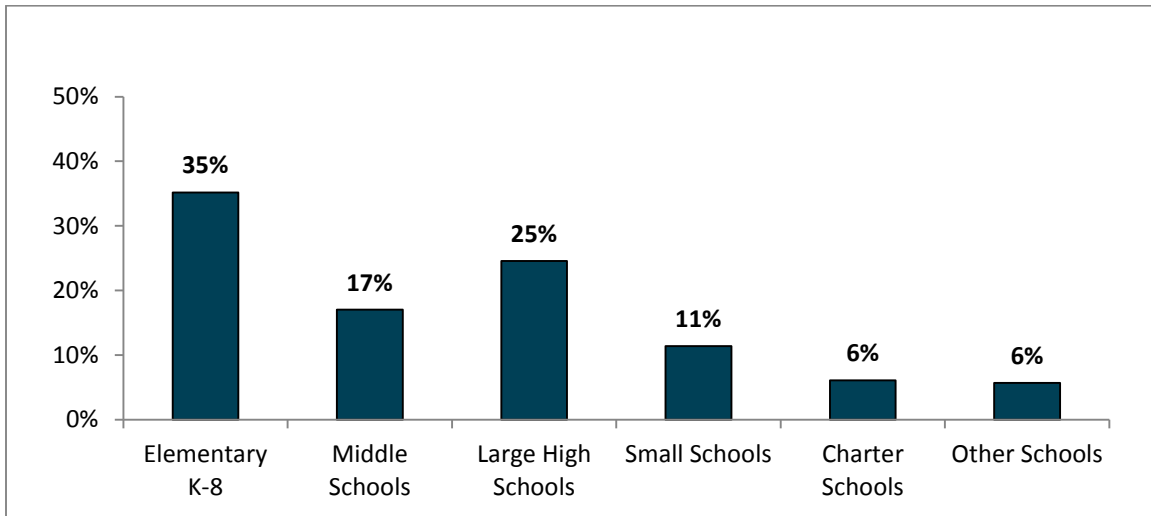
Note: Hanover analyzed a representative sample of responses; one response may be tagged with multiple themes.

Please see the data supplement for all open-ended responses.

SECTION V: RESPONDENT CHARACTERISTICS

This section displays respondent background information (Figure 5.1 to Figure 5.5).

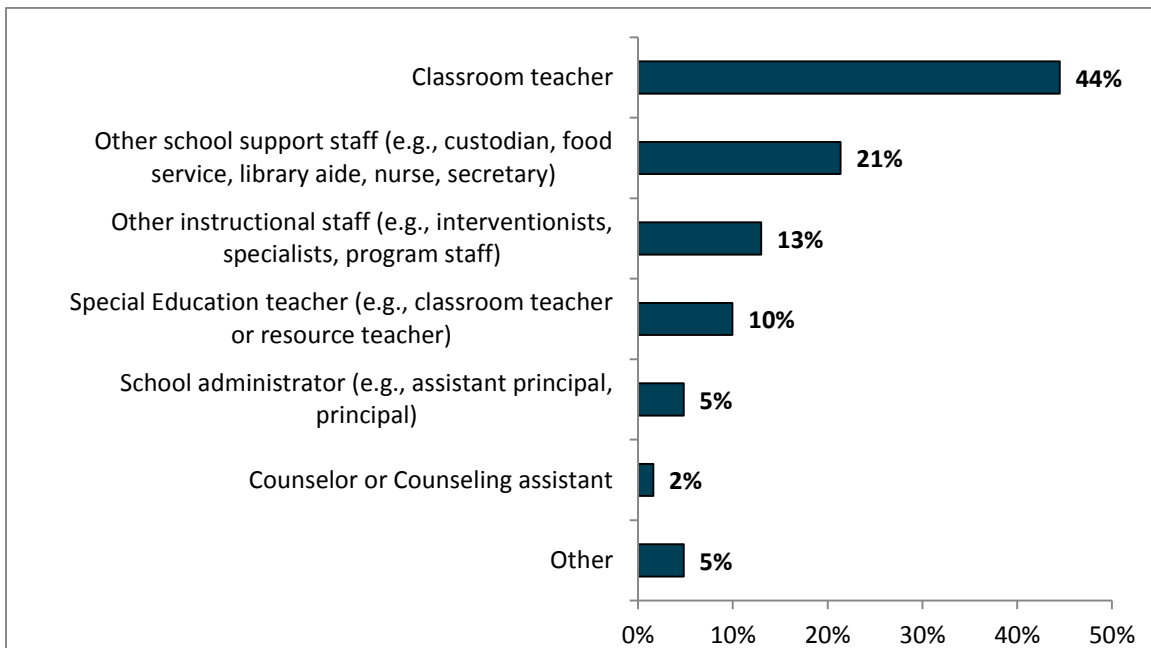
Figure 5.1: Respondent Affiliations by School Size – All Respondents



n=1,526

Note: Responses segmented by school size are available in the data supplement.

Figure 5.2: School Staff Role



n=562

Figure 5.3: School Staff, District Office Staff, and Community Members who also have children attending schools in KPBSD

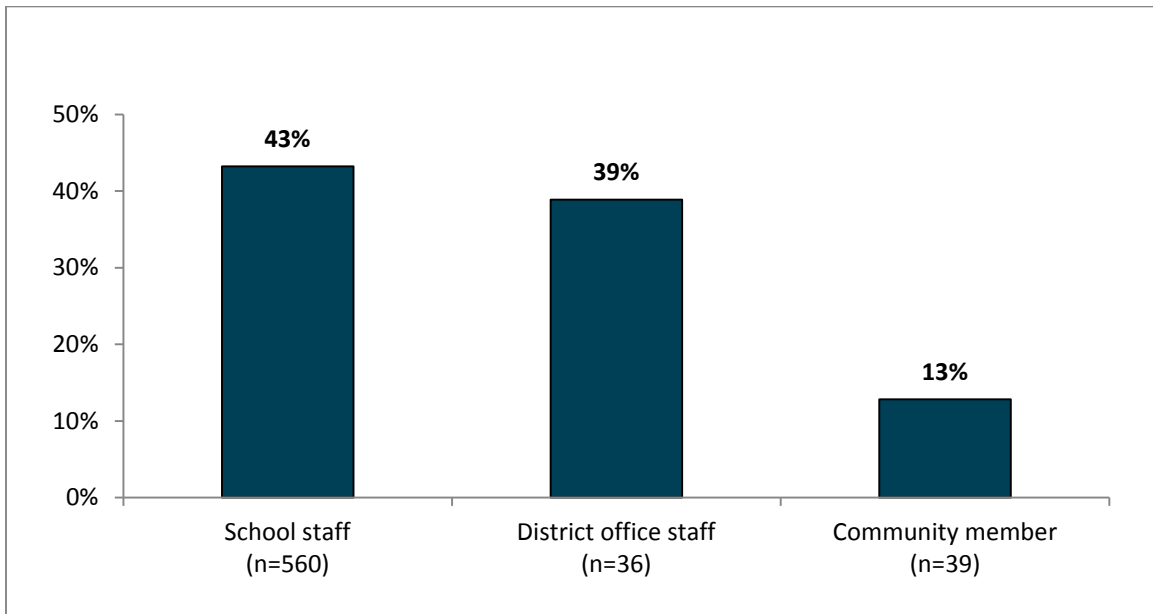
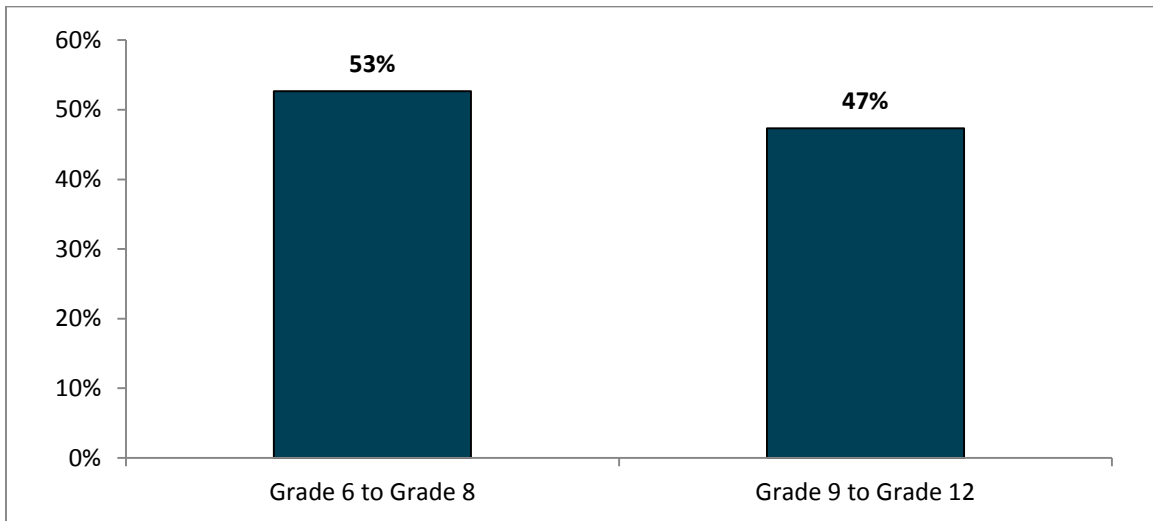


Figure 5.4: Students' Grade Level



n=131

Figure 5.5: School Affiliations

| SCHOOL | SCHOOL STAFF (N=562) | PARENT/GUARDIAN (N=833) | STUDENT (N=131) |
|---|-------------------------|----------------------------|--------------------|
| Aurora Borealis Charter School | 1 | 18 | 0 |
| Chapman School | 6 | 7 | 2 |
| Connections Homeschool Program | 4 | 20 | 0 |
| Cooper Landing School | 1 | 3 | 0 |
| Fireweed Academy | 5 | 29 | 0 |
| Homer Flex School | 7 | 4 | 15 |
| Homer High School | 16 | 65 | 6 |
| Homer Middle School | 24 | 25 | 0 |
| Hope School | 3 | 3 | 0 |
| Kachemak Selo School | 7 | 0 | 0 |
| Kaleidoscope School of Arts and Science Charter School | 7 | 17 | 0 |
| Kenai Alternative School | 8 | 2 | 0 |
| K-Beach Elementary School | 38 | 47 | 28 |
| Kenai Central High School | 33 | 52 | 2 |
| Kenai Middle School | 16 | 29 | 2 |
| Marathon School | 0 | 0 | 0 |
| McNeil Canyon Elementary School | 15 | 17 | 1 |
| Moose Pass Elementary School | 2 | 0 | 0 |
| Mountain View Elementary School | 41 | 20 | 0 |
| Nanwalek School | 10 | 1 | 0 |
| Nikiski Middle-High School | 14 | 27 | 3 |
| Nikiski North Star Elementary School | 26 | 13 | 0 |
| Nikolaevsk School | 6 | 3 | 17 |
| Ninilchik School | 13 | 18 | 0 |
| Paul Banks Elementary School | 16 | 28 | 0 |
| Port Graham School | 5 | 4 | 0 |
| Razdolna School | 5 | 0 | 0 |
| Redoubt Elementary School | 16 | 21 | 0 |
| River City Academy | 7 | 19 | 1 |
| William H. Seward Elementary School | 12 | 33 | 0 |
| Seward High School | 11 | 27 | 3 |
| Seward Middle School | 5 | 20 | 0 |
| Skyview Middle School | 12 | 80 | 3 |
| Soldotna Elementary School | 19 | 13 | 0 |
| Soldotna High School | 43 | 77 | 6 |
| Soldotna Prep School | 15 | 17 | 2 |
| Soldotna Montessori Charter School | 6 | 10 | 0 |
| Sterling Elementary School | 21 | 14 | 0 |
| Susan B. English School | 6 | 4 | 1 |
| Tebughna School | 4 | 1 | 0 |
| Tustumena Elementary School | 14 | 17 | 0 |
| Voznesenka School | 14 | 4 | 39 |
| West Homer Elementary School | 28 | 24 | 0 |

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